



ANTALYA BİLİM
ÜNİVERSİTESİ

BUSİ 301

PUBLIC SPEAKING

COURSE PACK
Fall, 2019-2020



Antalya Bilim University
Department of Political Science and International Relations, BUSI 301

Public Speaking
Fall 2019

Class time & Place: Wednesday, 13:00-16:00, B2-07
Office hours: I'm available on Wednesday mornings.

K. Sezin İRTEM
Instructor
sezin.irtem@antalya.edu.tr
(RGS-21)

Learning Goals: The course aims to reduce students' anxiety in public presentations, emphasize speech preparation, enhance public speaking skills, and make students better able to evaluate their own performance and that of others. By the end of the semester, all students should:

- Learn to give informative speech.
- Learn to prepare a speech outline in a logical and thorough fashion.
- Use presentation aids to enhance your speeches.
- Conduct meaningful research on a variety of topics.
- Develop speech preparation and presentation techniques, audience awareness and self-awareness.
- Develop good listening and feedback skills.

Grading Scale:

A	A-	B+	B	B-	C+	C	C-	D+	D	F
100-95	94-90	89-85	84-80	79-75	74-70	69-65	64-60	59-55	54-50	49-0

Course material: This course does not require students to buy a course book.

Assessment

5 Minute-Speech	5 pts
Outline Draft 1 (Introduction & Conclusion)	2,5 pts
Outline Draft 2 (Body)	2,5 pts
Midterm	30
Outline Final Version	5 pts
Final Presentation	15 pts
Final	40
TOTAL	100 pts

❖ 5 - Minutes Speech

Students are required to perform five-minute speech on a topic, on a day set by their instructor. The speech will be graded according to content, organization, and delivery. This task will help them to enhance their speaking skill and reflect on their learning processes. There will be NO make-up for the students who are absent on the day of the task.

❖ Outline Draft 1 (Introduction & Conclusion)

Students are required to submit an outline of their final speech. The 1st Draft of the outline must be submitted on the day clearly indicated on the course schedule.

❖ Outline Draft 2 (Body)

Students are required to submit an outline of their final speech. The 2nd Draft of the outline must be submitted on the day clearly indicated on the course schedule.

❖ Outline Final Version

The final copy of your outline must be submitted immediately after you deliver your Final presentation. It should include the following:

Cover page with:

- ✓ Name
- ✓ Date
- ✓ Speech pattern used (informative speech)
- ✓ General purpose
- ✓ Specific purpose
- ✓ Central idea

❖ Final Presentation

The purpose of this assignment is to effectively research, organize, and deliver a 10 minute informative speech to your audience on a topic of your choosing. The presentation topic must be relevant to the course content and approved by the instructor. Extemporaneous delivery is required for this speech. Reading your speech will result in a low grade. While presenting their topic, students are expected to have critical and analytical approach when reflecting on the origins, nature and implications of current affairs related to their area of study. The presentation dates are clearly indicated on the course schedule; it is vital to arrive on time and prepared on those days. Students *are* required to submit an outline for this task. There will be NO make-up for the students who are absent on the presentation day specified.

Remember to refer to your sources during your speech!

!!! A minimum of three credible, non-Internet sources is required for the bibliography of the Final Presentation.

Course Requirements:

- Attendance in classes is compulsory. Students attending less than 70 % of the sessions will not normally be permitted to register for the written examination(s) and thus will not be able to complete the degree. Active participation and consistent attendance will play a highly crucial role in the success of the course. **Those students who fail to attend 70% of the classes will receive an 'FX' grade and they will have to repeat the course.**
- Students' behavior should not interfere with or disrupt class activities. Therefore, students are expected to arrive to class on time and to stay for the entire class period. Random arrivals and exits are disrespectful and distracting and lead to attendance failure. Mobile phones, smart phones, and other electronic devices (e.g. iPods) must be turned off (not on vibrate mode) (unless your tutors allow their use for academic purposes). Food and beverages are not permitted. Those must be consumed in designated areas only.
- Students are expected to attend and *professionally* complete all in-class assignments, tasks, and presentations on the specified dates. Failure to attend on such dates will result in receiving a '0' point for that particular task or assignment, and NO make-up will be given.
- It is important that students are respectful towards instructors and fellow classmates (That includes verbal and physical behavior as well as language used in email and phone messages). Hate speech, racist comments and discrimination activities are NOT permitted and are punished according to ABU's rules.
- Students are expected to be FULLY equipped with pens, pencils, note books, dictionary, the course booklet and any handout folders, having read the texts and completed any tasks assigned,
- Students are expected to speak English during class and actively participate in-class activities to contribute to and benefit from a positive learning environment.
- There are no make-up exams for the quizzes. A make-up exam for the midterm and the final exam is granted if a student provides a legitimate document to the faculty secretary. Only after the faculty administration approves the document can the student have a make-up exam. Students will be informed of the midterm and the final exam date and time.

Policy on Plagiarism: Plagiarism is intellectual theft and is by no means tolerated by the university. It is the use of somebody else's ideas, viewpoints, findings or works in a paper, project, report, or any

similar document which is presented as part of a course requirement without proper acknowledgment of the source.

Violations of scholastic honesty include, but are not limited to cheating, plagiarizing, fabricating information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Any form of scholastic dishonesty is a serious academic violation and will result in receiving a grade of "0" for a particular task or an exam and a disciplinary action will be taken in accordance with the University's Disciplinary Rules & Regulations regarding plagiarism.

EXAM RULES AND REGULATIONS

1. Upon entering the examination room, all students are subject to examination regulations and must comply with all the instructions given by the proctors before, during and after the examination.
2. All students are to leave their electronic devices (mobile phones, smart watches, iPads, USB flash disks, MP3 player and the similar) on a desk as specified by the proctors. The possession and/or use of any such device during an examination is a serious offence and will result in disciplinary action.
3. Personal belongings such as course books, notes, coats, bags and the similar are also to be left on a space specified by the proctors.
4. Students should not have any item with them except pens, pencils, erasers, exam papers and ID cards. Exchange of any of these items with another student will **NOT** be allowed during the examination.
5. Talking to other students during an exam is strictly prohibited. Those who have a question should raise their hand and a proctor will approach them.
6. The proctor reserves the right to change a student's place at any time during the examination.

E-MAIL PROTOCOL

You are expected to demonstrate courtesy and respect at all times when using the official university e-mail account. When you send an e-mail to communicate with your instructors, please follow the e-mail protocols stated below and see the given sample.

- ❖ Put a brief explanation of the nature of the e-mail in the subject line. **Never** include demands such as "urgent request" or immediate response needed" which is not a very respectful manner of communication.
- ❖ Begin your e-mail with the instructor's name and/or title & surname (e.g. Dear Professor Hanks).
- ❖ Begin your message by introducing yourself, your course code and relevant section.
- ❖ Make sure your message is concise, to the point, correctly punctuated, and written in standard English.

- ❖ End your message by stating your full name, student number and your department. By doing so, you will make it possible for your instructor to find your work in case of a query.
- ❖ When you send an assignment as an attachment, the file name should include your full name and your section number (e.g. DENİZ YILMAZ, SECTION 1).
- ❖ E-mails that do not abide by this protocol will not be taken into consideration.
- ❖ E-mails that are sent after 17.30 may not be answered until the next working day.

SAMPLE MAIL

From: Abdullah Marwan
To: Sezin İRTEM
Subject: 1st draft submission date confirmation
Mon 9/5/2017 5:52 PM

Dear professor;
My name is Abdullah Marwan. I am enrolled in your ENGP 101, Section 01. The reason I am writing this mail is to get a confirmation for the final date of the submission of our first drafts. Some of my friends in the other section told me that it is May the 5th, 2017 by 17:30. Could you kindly confirm whether the above date is valid or not?

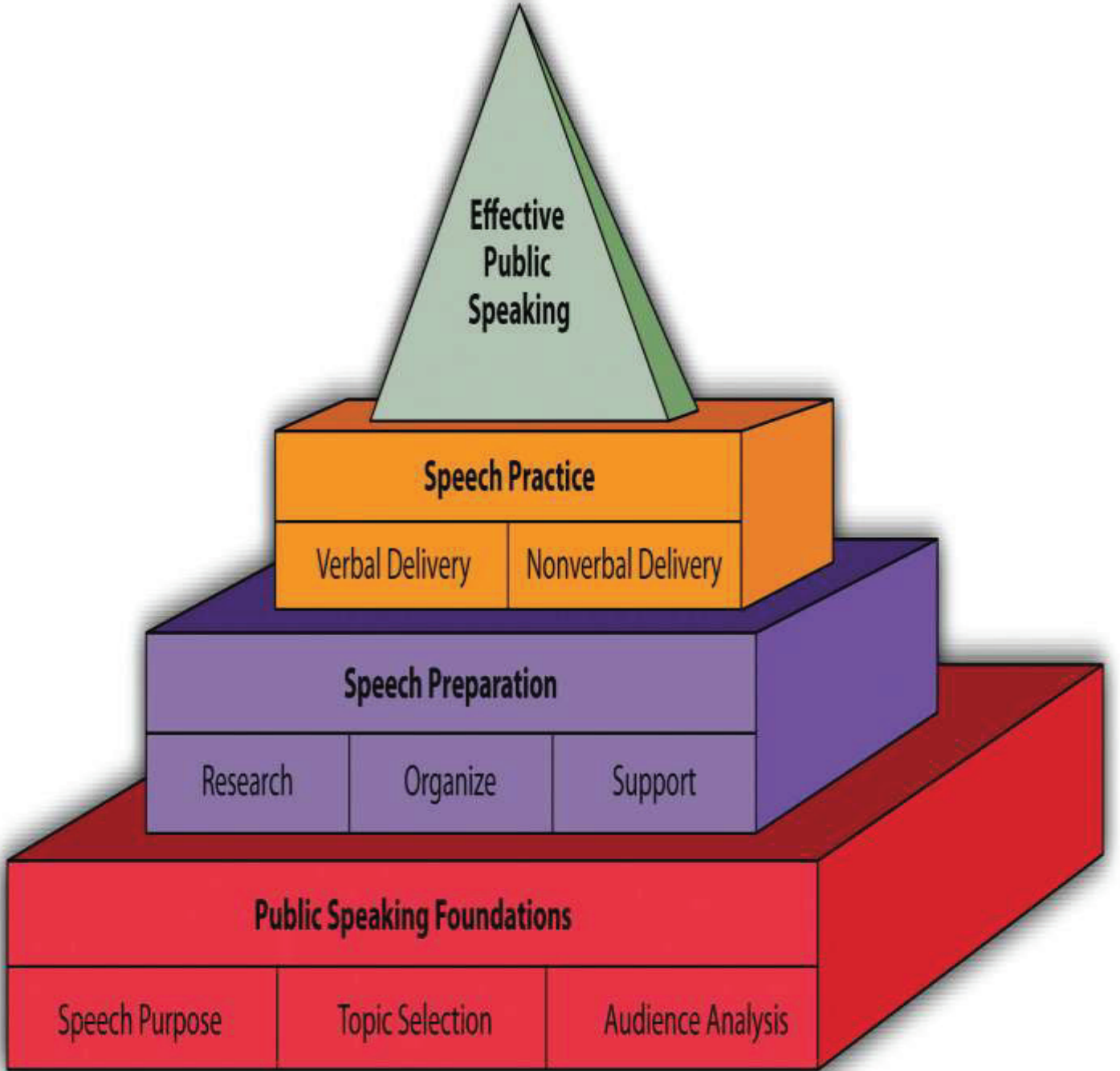
Yours sincerely;
Abdullah Marwan
St No. 87464367

Weekly Schedule – Fall, 2019*

WEEK 1 (16 - 20 Sept.)	Course Overview and Introduction
WEEK 2 (23 – 27 Sept.)	Topics: Benefits of Public Speaking An Overview of Speech Preparation Selecting and Narrowing Down the Topic
WEEK 3 (30 Sept – 4 Oct.)	Topics: Refining Your Topic – Developing Purpose and Thesis Statement Constructing a Working Outline Generating Main Ideas
WEEK 4 (7 – 11 Oct.)	Topics: Constructing an Outline Refining the Thesis Tasks: Outline Draft 1
WEEK 5 (14 – 18 Oct.)	Topics: Developing Introduction & Conclusion
WEEK 6 (21 – 25 Oct.)	Topics: Avoiding Academic Dishonesty / Plagiarism Evaluating Research Materials Using Supporting Materials
WEEK 7 (28 Oct. – 1 Nov.)	Topics: Developing the Body and Organizing Main Ideas Tasks: Outline Draft 2 5 Minute-Speech
WEEK 8 (4 – 8 Nov.)	MIDTERM
WEEK 9 (11 – 15 Nov.)	Topics: Linking Speech Parts – Transitions, Signposts Effective Delivery – Elements of Physical, Vocal Delivery The Process of Listening – Evaluating Speeches
WEEK 10 (18 – 22 Nov.)	Students' Presentations & Outline Final Version
WEEK 11 (25 – 29 Nov.)	Students' Presentations & Outline Final Version
WEEK 12 (2 – 6 Dec.)	Students' Presentations & Outline Final Version
WEEK 13 (9 – 13 Dec.)	Students' Presentations & Outline Final Version
WEEK 14 (16 – 20 Dec.)	Students' Presentations & Outline Final Version

*(subject to change without notice)

Public Speaking Pyramid



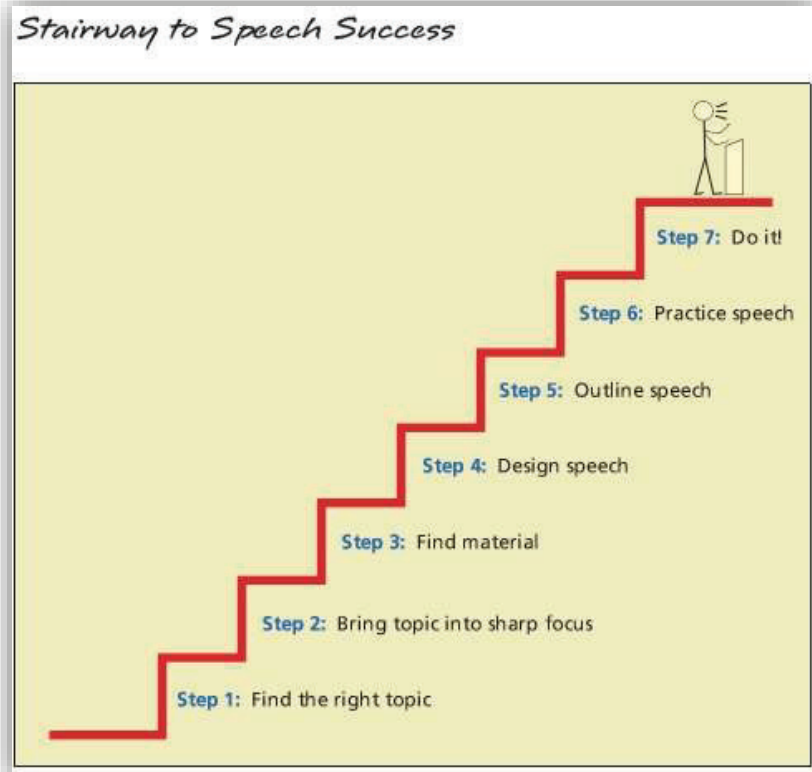
How Will Public Speaking Help You in Your Profession?

Your professional success depends on effective communication within the organization where you work and with those individuals or groups your organization serves. The ability to listen and to communicate well in speaking and writing are the skills most often mentioned by employers as crucial and almost always noted in job advertisements. Understanding and practicing good public speaking skills will:



- Help you spread your professional knowledge and promote your ideas.
- Develop your skills as a team player.
- Improve your chances of receiving raises, bonuses, and other benefits for a job well done.
- Help you be more promotable into managerial positions. Bolster your abilities to carry out managerial functions such as collecting and conveying information, making your own decisions or persuading others, communicating complex ideas, and promoting a congenial workplace environment.
- Help you negotiate an increasingly global economy and intercultural workforce.
- Improve the overall effectiveness of your organization and the product or service it provides poor communication costs time and money.
- Learning how to design, structure, and outline messages that accomplish the goals of communication.
- Learning how to support your points with well-selected data, testimony, examples, and stories.
- Learning how to manage language so that your words work for rather than against your message.
- Learning how to express your ideas before audiences with power, confidence, and conviction.

Planning Your Speech - An Overview of Speech Preparation



Select and Narrow Down the Topic

The Process of Finding a Good Topic

Now that you understand what makes a good topic, the larger question rises: How do you find one? Think of your search for the right topic as a process that goes through phases of **discovery**, **exploration**, and **refinement**.

- ✓ In the discovery phase, you uncover promising topic areas.
- ✓ In the exploration phase, you focus on specific speech topics within these areas.
- ✓ In the refinement phase, you identify the general and specific purposes of speeches you might give on these topics and write out your thesis statements.

How Do You Select a Topic?

1. Identify the General Purpose of Your Speech

Identifying the general purpose of your speech will help you narrow your topic options. The general purpose is the unrestricted aim of your speech.

The aim of this general purpose is **to inform**.

1. *Identify the General Purpose of Your Speech*

2. *Create an Idea Bank*

3. *Select Your Topic*

2. Create an Idea Bank

An idea bank is a list of general words and phrases that could be potential speech topics for you.

How to create an idea bank?

Evaluate your speech assignment, the audience, and the speaking situation. Often this will help you limit your potential topics.

Write down your idea bank by hand. Using paper rather than a computer allows your mind to see connections and to jump more quickly from idea to idea.

Make a list of potential topics. Use brainstorming, explore your general purpose, and search to make your topic list.

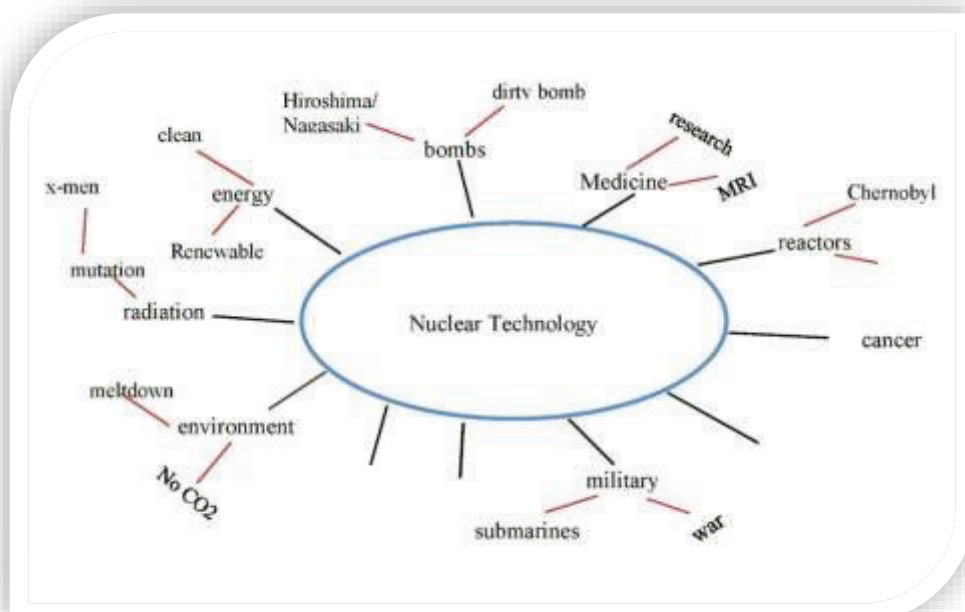
Include as many ideas as you can that you find interesting.

BRAINSTORMING

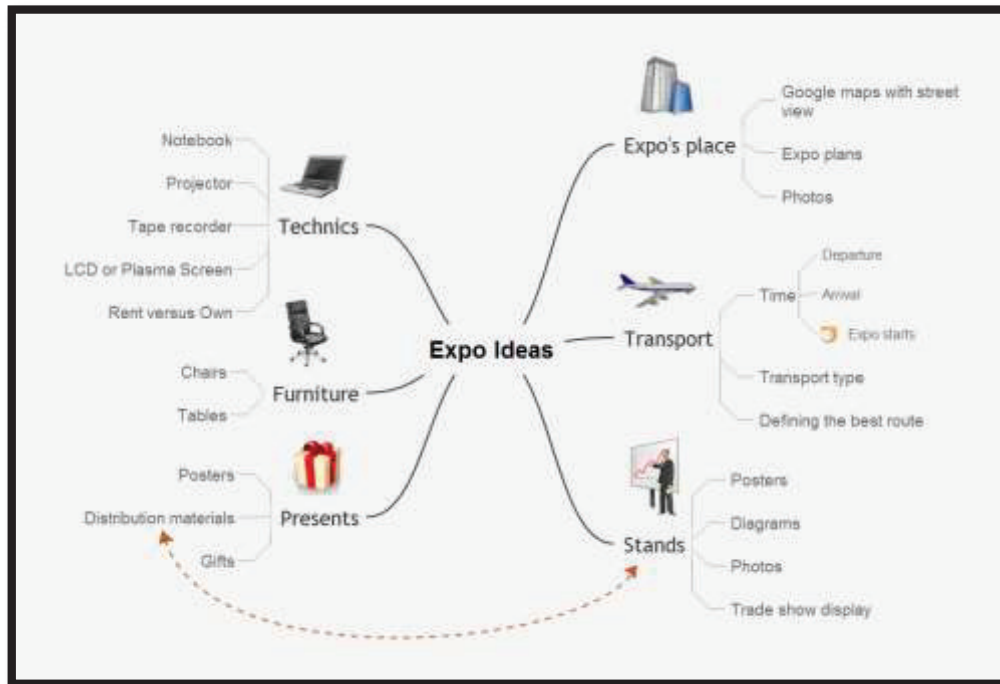
Brainstorming is when you free associate, or jump from one word or concept to another. The best way to start brainstorming is to take a personal inventory of your interests, experiences, abilities, talents, values, attitudes, or beliefs. Record these concepts in your idea bank.

Below are several examples of an idea bank created by brainstorming.

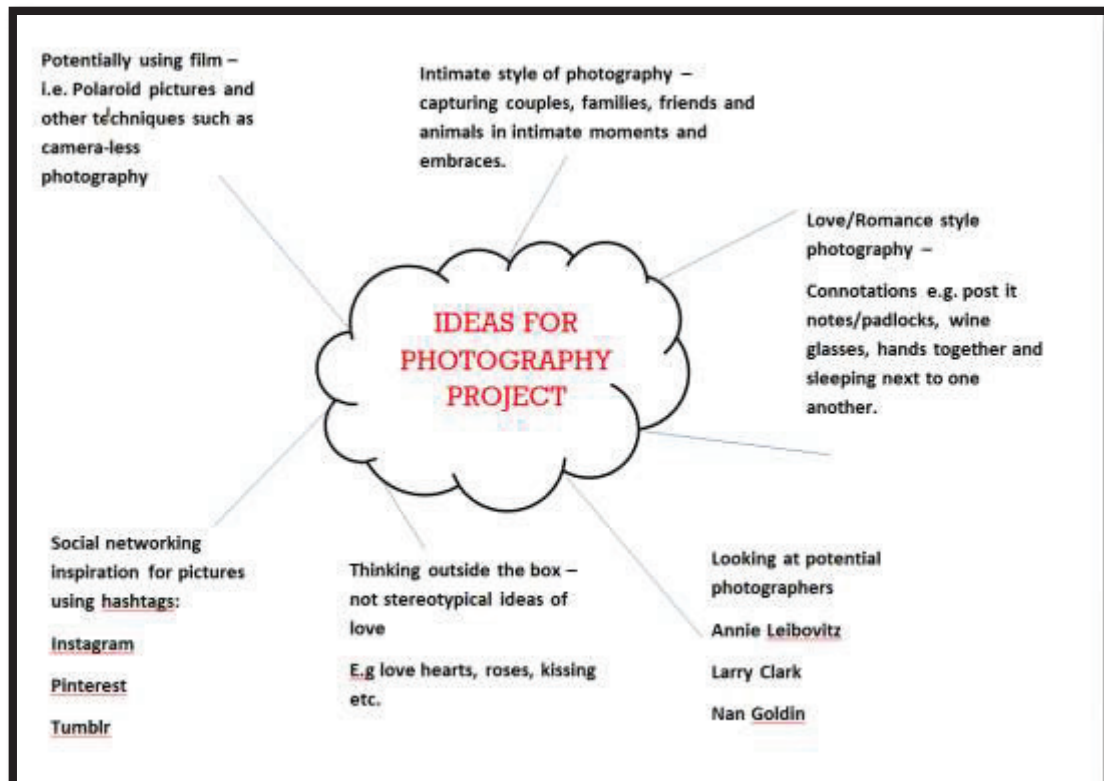
Idea Bank 1



Idea Bank 2



Idea Bank 3



3. Select Your Topic

Now that you know your general purpose and have an idea bank full of potential topics, you can select your topic. Ask yourself a series of focus questions to help identify topics that will work well and eliminate topics that will not.

Which topics in my idea bank will work for my general purpose?

Which topics fit the speech assignment or request?

Which topics are most familiar to me?

Which topics am I most comfortable speaking about?

Which topics have positive aspects for the audience, occasion, speaking event, or timing of the event?

Which topics might cause a negative reaction from the audience or are not appropriate?

Would a speech on this topic be good and useful for listeners to hear?

Could I give a speech on this topic in the time available?

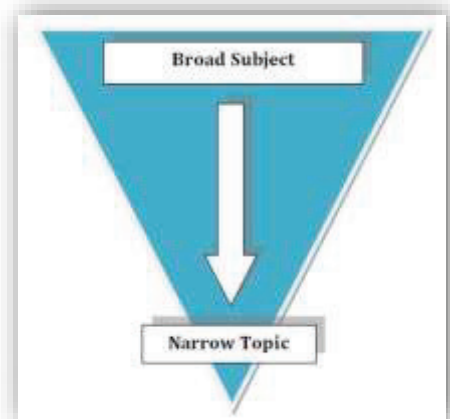
Could I interest my listeners in this topic?

Can I learn enough about this topic to give a responsible speech?

How Do You Narrow Your Topic?

Narrowing your topic may not seem all that difficult or important, but the scope of your topic can make or break your speech. A well-defined, specific topic will help you:

- ✓ To achieve the general purpose of your speech.
- ✓ A topic that is too broad will not be thorough enough to be informative, persuasive, or celebratory.
- ✓ Reduce the time you spend researching and writing the speech.
- ✓ Increase your confidence for giving the speech. If you feel you are trying to cover too much material in a few minutes or you cannot remember all of the speech, your nervousness will increase. A narrow topic allows you to focus on an appropriate amount of material and to feel confident that your speech is not overloaded.
- ✓ Keep your audience focused on your topic. A well-defined topic will help audience members follow your speech and can prevent their minds from wandering.



Refining Your Topic

Having discovered and explored promising topic areas, you have finally decided on a topic. Now you move to the final phase of topic selection: refining and focusing your topic in preparation for speaking. To complete this phase, you must:

- ✓ consider the general purpose of your speech.
- ✓ determine your specific purpose.
- ✓ prepare a clearly worded thesis statement.
- ✓ evaluate your central idea

Determine Your General Purpose

Your general purpose is the overarching goal of your speech. There are three general purposes for speeches: to inform, to persuade, and to entertain.

Speaking to inform

When you inform, you teach, define, illustrate, clarify, or elaborate on a topic. The primary objective of class lectures, seminars, and workshops is **to inform**.

Determine Your Specific Purpose

Your specific purpose is a concise statement indicating what you want your listeners to be able to do, remember, or feel when you have finished your speech. The objective is the outcome or behavior you want your audience to experience or adopt after hearing your speech.

Checklist for Evaluating a Specific Purpose

- ❖ Does my specific purpose contain my general purpose, my audience reference, and my objective for the speech?
- ❖ Is my specific purpose an infinitive statement (to inform, to convince, to motivate, to inspire)?
- ❖ Am I using clear, concise language?
- ❖ Does my specific purpose identify exactly what I want to discuss?
- ❖ Does my specific purpose focus on only one speech topic?
- ❖ Does my specific purpose relate to the audience?
- ❖ Does it work with the occasion and time?
- ❖ Is it appropriate for me?
- ❖ Am I trying to do too much?
- ❖ Will it fit the time?

Examples of Specific Purpose

To inform my nutrition class about the health benefits of soy products.

To inform my residence-hall mates about how to prepare a special meal for under \$20.

The above examples follow these guidelines for composing a specific purpose: Begin with an infinitive form (To) that reflects the general purpose, such as *To inform*, *To explain*, *To illustrate*

Specify the audience. In the first example, the audience is “my nutrition class”. State the objective. In the first example, the objective is “to give the audience information about the health benefits of soy products”. Use clear, concise language. Avoid filler words or technical or long descriptions. For instance, the first example does not say, “the awesome health benefits of products made with the fermented juice of a native Asian bean”. Focus on only one speech topic. “The health benefits and manufacturing of soy products” would be two distinctly different speech topics.

Develop Your Central Idea / Thesis Statement

You should now be able to write the central idea of your speech. Whereas your statement of a specific purpose indicates what you want your audience to do when you have finished your speech, your central idea identifies the *essence* of your message. Think of it as a one-sentence summary of your speech. The central idea (also called a thesis statement, theme, or subject sentence) is a concise, single sentence summarizing and/or previewing what you will say in your speech. If you met someone in the elevator after your speech and this person asked you to summarize the speech as you traveled between floors, you would be stating your central idea. Here is an example:

Topic: *The South Beach Diet General*

Purpose: *To inform*

Specific Purpose: *At the end of my speech, the audience will be able to identify the three key elements in the South Beach Diet.*

Central Idea: *The South Beach Diet is based on reducing the amount of carbohydrates you eat, drinking more water, and increasing the amount of exercise you get.*

Evaluate Your Central Idea

Once you have created an initial central idea, you need to evaluate it. An effective central idea is vital to a successful speech because everything you say in your speech should relate back to this one complete statement.

Example of Central Idea

Pioneers moving westward built homes using available materials, basic hand tools, and general construction skills.

Notice how this example:

- ✓ Considers what your audience the Historical Society visitors identified in your specific purpose will need or want to know.
- ✓ Previews what your speech will include: in this case, the available materials, basic hand tools, and general construction skills pioneers used to build homes. This information comes from your preliminary knowledge and research.
- ✓ Focuses on only one speech topic: how pioneers built their homes.
- ✓ Uses simple, clear language that is not ambiguous. In the pioneer example, you could list the types of materials and tools, but if these types are no longer common, including them here could be confusing.
- ✓ Is a complete sentence, with a noun phrase and a verb phrase.
- ✓ Is a declarative statement, not a question.

!!! These are all qualities your central idea should have in order to be effective.

Constructing a Working Outline

A working outline is a brief sketch of the body of your speech. The working outline will contain what you have composed so far your topic, general purpose, specific purpose, and central idea plus working main points to guide your research.

How Do You Construct a Working Outline?

The construction of a speech is a creative process, with many ways you can approach it. Some beginning students and their instructors find that creating a working outline at this point helps them focus and transition into the research phase of creating a speech.

A working outline is a brief (usually handwritten) sketch of the body of your speech. This outline will help you stay on track while researching your speech and give you direction on what to look for. The working outline will contain what you have composed so far your topic, general purpose, *specific purpose*, and *central idea* plus *working main points* to guide your research. The working main points may or may not be the main points you use in your final outline, but they serve the same purpose. Main points are the skeletal structure, or backbone, that makes up the body of your speech. Working main points are early drafts of your main points. They may be awkward in format and can change significantly as you research your topic.

Checklist for Evaluating Working Main Points

- ❖ Does each main point cover only one key idea?
- ❖ Are my main points similarly constructed (are they parallel)?
- ❖ Am I roughly balancing the time spent on each point?
- ❖ Do my main points relate back to the central idea?

How Maria constructed a WORKING OUTLINE

With her central idea formulated, Maria set out to do some preliminary research. Her father had several books and articles on the subject, and she also found several current, reputable Web sites. For example, Penn State University and the University of California Davis both had conducted a lot of research on the honeybee problem. Maria felt confident she could get a lot of quality information for her speech and even discovered ideas for working main points.

Maria's Example

Topic: Endangered Species

General Purpose: To inform

Specific Purpose: To inform my class that the U.S. honeybee population is dying off.

Central Idea: Without human intervention, an unknown cause will wipe out the common honeybee by 2035.

I. FIRST (WORKING) MAIN POINT: Why are honeybees an essential link in our food chain?

II. SECOND (WORKING) MAIN POINT: What is killing the honeybee?

III. THIRD (WORKING) MAIN POINT: How can we prevent the extinction of the honeybee?

Thesis Statement

Writing your thesis statement is the final refinement in preparing a topic for a speech. Sometimes called the central idea, the thesis statement summarizes in a single sentence the message of your speech. For example, your thesis statement might be,

Terrorism has acquired many meanings in the speeches of our leaders (informative speech).

It must be a part of your introduction so that listeners will know your intentions from the outset. Most of the time, your specific purpose will be revealed in your thesis statement, but the two are not identical. The specific purpose expresses what you want to accomplish; the thesis statement summarizes what you intend to say. A recent student speech developed a relationship between the specific purpose and thesis statement as follows:

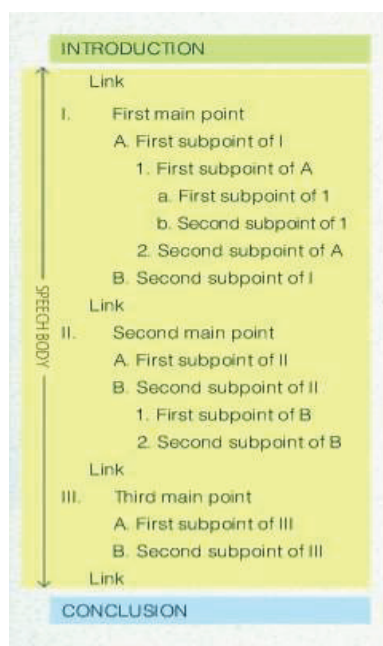
Specific purpose: *To inform listeners that plagiarism is a serious problem on our campus*

Thesis statement: *Today I want to discuss a major problem on campus plagiarism and what we can do about it.*

What Are the Parts of an Outline?

1. Introduction
2. Body of the Speech
3. Conclusion
4. Source Page

Creating a visual image in your mind of a basic outline will help you understand its parts and help you create an outline. Here is the basic blueprint for most outlines.



Introduction

The introduction opens the speech, grabs the audience's attention, and focuses it on the topic.

Body of the Speech

The body contains the central portion of the speech, including the main points, the multiple layers of subordinate points, and the links. It is, essentially, what you want to tell your audience about the topic.

Main points are the essential ideas you must cover or the main claims you wish to make, and they directly relate to your central idea.

Subpoints (also called subordinate points or supporting points) offer information to support and relate back to the main point. You can have multiple layers of subpoints (e.g., your subpoints can have their own subpoints).

Links (also called transitions) act much like hyperlinks on your computer, which serve to make a logical jump between two places on your computer. Links in your speech will make logical connections between parts of your speech.

Conclusion

The conclusion ends your speech and takes one last moment to reinforce your main ideas as well as to “wow” your audience.

Source Page

Many instructors will require a page at the end of your preparation outline that indicates the sources you used in your speech. You will create this page just as you do for a formal research paper, using the style manual for the **American Psychological Association (APA)**. Style manuals are guides for writing and documenting research.

How Can You Create an Effective Outline?

- ✓ Record the Topic, Specific Purpose, and Central Idea
- ✓ Use Full Sentences
- ✓ Cover Only One Issue at a Time
- ✓ Develop the Introduction and Conclusion
- ✓ Use Correct Outline Format
- ✓ Use Balanced Main Points
- ✓ Employ Subordination
- ✓ Plan Out Formal Links
- ✓ Use Proper Citations

1. Record the Topic, Specific Purpose, and Central Idea

You should include the topic, specific purpose, and central idea at the top of the outline as a title framing the speech. Doing so will help you keep these elements of your speech in the forefront of your mind as you create the rest of the outline.

Topic:
Specific Purpose:
Central Idea:

2. Use Full Sentences

You should write each outline component in full sentences. Writing in full sentences forces you to think in complete thoughts and will help you learn the speech as well as calculate its length. If you use only words or phrases in the preparation outline, you may struggle for the right words when giving the speech. Below, see how a student rewrote her working points as full sentences.

INCORRECT

- I. The beginning of football
 - A. Two different sports
 - 1. English soccer player 1823 and rugby
 - 2. Between 1880 and 1883, Yale's rugby players changed rules

CORRECT

- I. The game of football has come a long way since its beginnings.
 - A. Football is actually adapted from two different sports (Ominsky).
 - 1. While playing soccer in 1823, an English soccer player got frustrated and picked up the ball and started running with it, creating the sport of rugby.
 - 2. Between 1880 and 1883, as rugby grew in popularity, one of Yale's rugby players conceived a new set of rules for the game, very similar to today's football game.

3. Cover Only One Issue at a Time

Covering only one issue at a time in each outline component will help you keep your speech simple enough for delivery and will keep you from writing the speech as a manuscript. The best way to adhere to this quality is to write only one sentence per component in the body of the speech.

INCORRECT

- I. The City of Jackson needs to institute a plan to decrease the numbers of pigeons that infest it each year, breeding everywhere and roosting on buildings, because they spread diseases to humans and other animals and contaminate our waterways. The pigeons...

Avoid using words like **and**, **or**, **because**, or **but** to connect two independent issues in one sentence.

CORRECT

- I. The City of Jackson needs to institute a plan to decrease the number of pigeons.
 - A. Each year, thousands of pigeons flock to the city.
 - 1. They breed everywhere.
 - 2. They roost on many buildings.
 - B. Pigeons spread disease.
 - 1. They carry germs that affect humans.
 - 2. They carry germs that affect animals.
 - 3. They can contaminate our waterways.

4. Develop the Introduction and Conclusion

EXAMPLE OF INTRODUCTION

Attention material: A friend of mine used to say that she thought the game of football looked like a bunch of chickens running around with their heads cut off.

Relevance to audience: If you are anything like my friend, then you probably don't appreciate the fall and winter seasons the same as I do. My hope is that during the next few minutes you will develop an understanding and appreciation for the sport of National Football League (NFL) football.

Credibility material: As sister to a high school player, a daughter of a military football coach, and an unwavering fan of the game, I enjoy watching and playing the sport with my brothers.

Preview of speech: Today, I want to share a brief history of the game of football, the development of the NFL, and how the league is set up today.

EXAMPLE OF CONCLUSION

Summary statement: The NFL is a complex association, but once you have an understanding of football's history, the development of the NFL, and how the league is currently set up, it is much easier to comprehend.

Audience response statement: So now that you have a basic working knowledge of the NFL, the next time you are flipping through the channels on a Sunday afternoon, maybe, just maybe, you will turn on a football game and enjoy it like I do.

WOW statement: Join me for some FOOOTBALL!

5. Use Correct Outline Format

The format of an outline should be very systematic, helping you to logically structure your speech and aiding you in your delivery. You should always use correct outline formatting in the body of the speech. The following guidelines will help you.

DISTINGUISHING MAIN POINTS

Use Roman numerals to distinguish your main points.

- I. First main point
- II. Second main point
- III. Third main point

PATTERN OF SYMBOLS

Use a consistent pattern of symbols (e.g., uppercase letters, numbers, and lowercase letters).

Related points (indicated here with colors) should use the same type of symbol.

- I. First main point
 - A. First subpoint of I
 - 1. First subpoint of A
 - a. First subpoint of 1
 - b. Second subpoint of 1
 - 2. Second subpoint of A
 - B. Second subpoint of I
- II. Second main point

6. Use Balanced Main Points

Your main points should be equal in importance to each other. They will directly relate to the overall topic but should not overtly relate to each other. Each main point should coordinate with the others. For example, a student created these three relatively balanced main points. Point 1 is a bit shorter in duration, but points 2 and 3 are almost equal.

Specific purpose: To inform my audience about the National Football League (NFL).

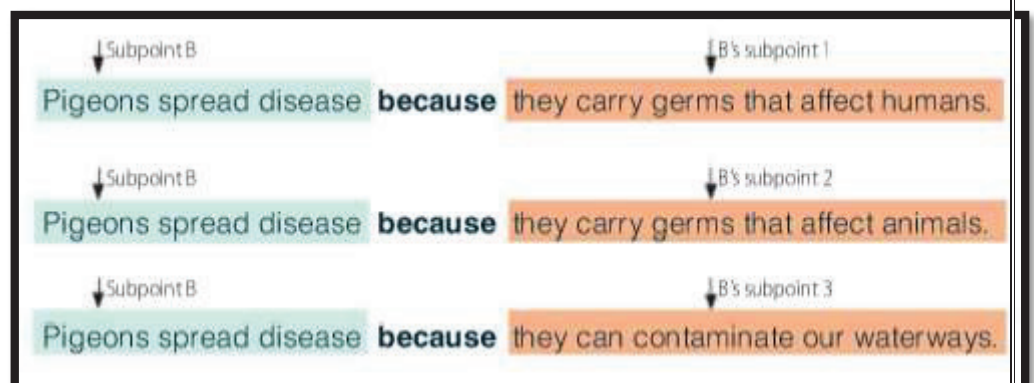
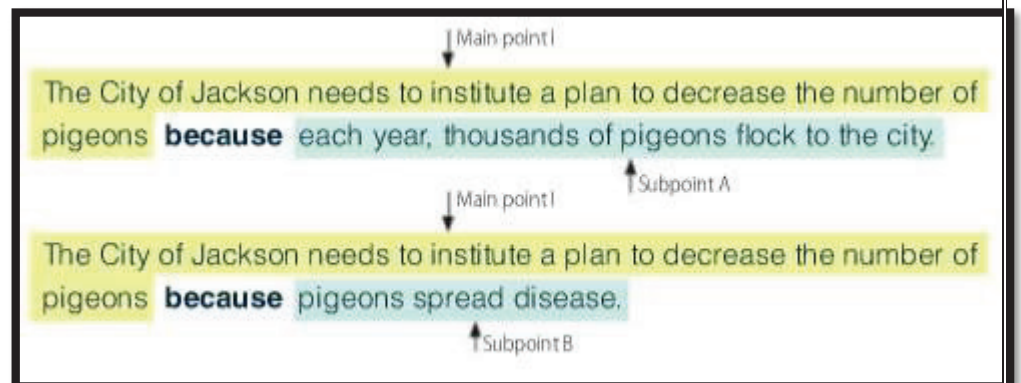
- I. A brief history of the game of football explains the evolution of the NFL.
- II. The NFL has come a long way since its beginnings.
- III. Today, the NFL has a unique organizational setup.

Notice that each point is unique and relates back to the specific purpose.

7. Employ Subordination

The components of your outline following each main point should be properly subordinate to the point above them. In other words, any statement that comes under a point must not be equal to or of greater importance than the point directly above it. An easy test for this is to read the main point, mentally insert “because” or “for”, and then read the subpoint. If doing so makes a logical connection between the main point and the subpoint, the subpoint is subordinate.

- I. The City of Jackson needs to institute a plan to decrease the number of pigeons.
 - A. Each year, thousands of pigeons flock to the city.
 - 1. They breed everywhere.
 - 2. They roost on many buildings.
 - B. Pigeons spread disease.
 - 1. They carry germs that affect humans.
 - 2. They carry germs that affect animals.
 - 3. They can contaminate our waterways.



- II. The NFL has come a long way since its beginnings.
- A. Football is actually adaptations made to two different sports (Ominsky).
1. While playing soccer in 1823, an English soccer player got frustrated and picked up the ball and started running with it, creating the sport of rugby.
 2. Between 1880 and 1883, as rugby grew in popularity, one of Yale's rugby players conceived a new set of rules for the game, very similar to today's game.

→ (Link: Now that we understand the formation of the National Football League, let's look at the structure of the NFL today.)

III. Today, the NFL has a unique organizational setup.

8. Plan Out Formal Links

You should include links between major components of the speech. An effective speaker will lead the audience almost effortlessly from one point to another, and formal links will make this seem smooth.

Format for a Formal Outline

TITLE	
Topic:	_____
Specific purpose:	_____
Thesis statement:	_____
INTRODUCTION	
Attention material:	_____
Thesis statement:	_____
Preview:	_____
(Transition into body of speech)	
BODY	
I. First main point:	_____
A. Subpoint or supporting material:	_____
B. Subpoint or supporting material:	_____
1. Sub-subpoint or supporting material:	_____
2. Sub-subpoint or supporting material:	_____
(Transition into next main point)	
II. Second main point:	_____
A. Subpoint or supporting material:	_____
1. Sub-subpoint or supporting material:	_____
2. Sub-subpoint or supporting material:	_____
B. Subpoint or supporting material:	_____
(Transition into next main point)	
III. Third main point:	_____
A. Subpoint or supporting material:	_____
B. Subpoint or supporting material:	_____
1. Sub-subpoint or supporting material:	_____
2. Sub-subpoint or supporting material:	_____
a. Sub-sub-subpoint or supporting material:	_____
b. Sub-sub-subpoint or supporting material:	_____
(Transition into conclusion)	
CONCLUSION	
Summary statement:	_____
Concluding remarks:	_____
WORKS CONSULTED	

Wording Your Outline

Each main point and subpoint in your outline should be worded as a simple declarative sentence containing only one idea. It should not be weighted down with qualifying, dependent clauses.

For example, the following does not make a good main point sentence:

Bad eating habits endanger health and lower feelings of self-worth, reducing life span and causing personal anguish.



The sentence works better in an outline if it is simplified in the following way:

- I. Bad eating habits are a threat to our well-being.
 - A. Bad eating habits endanger health.
 - 1. They can result in increased heart disease.
 - 2. They can shorten the life span.
 - B. Bad eating habits can damage self-image.
 - 1. Obese people sometimes dislike themselves.
 - 2. They can feel that they have nothing to offer others.

Breaking the complex sentence down into outline form helps you to focus what you are going to say. It simplifies and clarifies both the structure and the logic of your speech.

Developing Introduction & Conclusion

Many beginning speakers miss the importance of literally launching into their speech. The introduction should be one of the most exciting, moving, and interesting moments of the speech. Think of the emotional and physical feelings you have when you hear or say the word launch; that is exactly what your introduction should feel like.

Capture Your Audience's Attention

Think about the noise and distractions you hear as you enter a room of people, like a classroom. People are talking about the weather, recent events, family issues, or dating or work problems. They are moving chairs, shuffling papers, texting, or checking messages. Their minds and bodies are wandering, and you have to get them to focus on you and your topic. As people who love fishing or the Texas Longhorns would say, you have to hook them, or capture their attention.



What Should Your Introduction Do?

- 1 Capture Your Audience's Attention
- 2 Build Your Credibility Early
- 3 Demonstrate Audience Relevance
- 4 Introduce the Topic and Preview the Speech

Take a look at the following attention-getter used by a student, for her speech on laundry skills.

Example

Classes have been in session a few weeks now, and I bet the laundry monster is about to bust out of your closet. You may not have a clean pair of socks or, worse yet, a clean outfit for your date tomorrow night. Maybe you did a load and everything white came out pink because you missed sorting out a red sock. Add in special laundry care instructions or a stain, and your stress level over how to do your laundry hits the top of the chart. How much bleach do you really need to use? Does liquid fabric softener go in before the rinse cycle or during? Should you use enzymes? Heck, what are enzymes?

!!! The speaker uses anecdotes, questions, and other attention-grabbing tactics.

Build Your Credibility Early

Your introduction should begin to reveal your credibility as a speaker with ethical consideration for your audience and a relationship with the topic. Aristotle referred to the speaker's credibility as *ethos*. The audience needs to perceive you as kind, competent, caring, honest, and excited about your topic and speech event. You can start establishing ethos in the introduction by:

- ✓ Being confident, therefore practice your introduction until you are sure of it and your abilities
- ✓ Demonstrating your knowledge of the topic
- ✓ Pointing out what you have in common with the audience or topic
- ✓ Making it evident that you are sincere and concerned for the audiences well-being

Building your credibility in the introduction does not need to be complicated. In most speeches, employing an effective delivery style and using a simple sentence begins the process. You will continue to build credibility throughout the speech. In her laundry speech, the speaker drew on her experience:

Example

As a mother of a toddler and as a spouse, I wash laundry all the time! I have spent a lot of time researching the best and cheapest way to keep our clothes looking great.

Demonstrate Audience Relevance

Audiences want to know quickly why your speech is relevant to them. An early statement about what your topic has to offer can demonstrate that they have something to gain from listening to you. For example, the speaker highlighted relevance by adding this statement after establishing her credibility:

Example

As a college student like you, I have to use time wisely and keep the cost of replacing damaged clothes or purchasing expensive laundry aids to a minimum.

After capturing your audience's attention, you need to give listeners a preview of what they can expect from your speech. This step moves the focus from you to the essence of your speech and usually consists of a single sentence or two, briefly outlining your speech. For example:

Example

Today, I want to help you see that doing the laundry doesn't have to be stressful or expensive. Actually, it can be quite easy if you take the time to properly sort your laundry, purchase a few basic cleaning items, and follow proper washer and dryer techniques.

What Are Effective Attention Getters?

1. Facts and Statistics

Facts and statistics can help you point to a remarkable situation or problem. They can be very vivid or shocking even though they are condensed. For example:

According to the Centers of Disease Control and Prevention, heart disease is the leading cause of death for women. In 2006, 315,930 women died from heart disease. That was more than one in every our, or 26%, of deaths. In 2006, about 6.9% of all white women, 8.8% of black women, and 6.6% of Mexican American women were living with some type of coronary heart disease. Almost two-thirds of the women who died had no previous symptoms. Around the same number of women and men die each year of heart disease in the United States. Heart disease is no longer a mans' disease.

Facts and statistics work best if they are unfamiliar to the audience; they can then have a shock value and engage the audience. In the example above, the facts and statistics about cardiovascular disease may surprise listeners, as many view it as a disease more likely to strike men.

- ❖ Facts and Statistics
- ❖ Quotations
- ❖ Stories, Narratives, Illustrations, or Anecdotes
- ❖ Humor
- ❖ Questions

Quotations

Quotations are words or passages written or said by someone else. For an attentiongetter, you want a succinct and interesting quotation from someone who will raise your credibility. You may use word-for-word quotations or paraphrases. The words or passage may come from a speech, novel, poem, short story, play, TV or movie dialogue, or another similar source.

"To stand at the edge of the sea, to sense the ebb and flow of the tides, to feel the breath of a mist moving over a great salt marsh, to watch the flight of shore birds that have swept up and down the sur lines of the continents or untold thousands of year, to see the running of the old eels and the young shad to the sea, is to have knowledge of things that are as nearly eternal as any earthly life can be", writes the amous environmental activist Rachel Carson, in her 1941 book Under the Sea-Wind.



Stories, Narratives, Illustrations, or Anecdotes

Stories, narratives, illustrations, or anecdotes are vivid accounts that can personalize your speech by helping the audience identify with the topic. The accounts should be interesting, evoking, and entertaining. You should not need to explain them. Be creative and selective. The accounts can be true or fictional, from your personal life or from broader arenas. Be careful if you are telling your own story, because you may become too emotional or the audience may have such heightened empathy for you that it is hard for them to listen.

Here is a short example:

Zohar is a nine-month-old boy. He does not have the comforts of growing up that you and I have. Zohar coughs violently. An IV pumps medicine into his shriveled arm medicine that may soon run out. His ribs show clearly through his fragile skin. Zohar's parents hold his tiny hands and pray for his recovery, but Zohar has malaria and severe malnutrition. He is near death. Zohar is only one of thousands who will die, one of millions affected. Zohar was born in the region o Darfur, in a country called Sudan, on the continent of Africa, where children just like him are being forced out of their homes by violence as we speak. Journalist Emily Wax, in her June 2004 Washington Post article In Sudan, Death and Denial, introduces us to Zohar and his family.

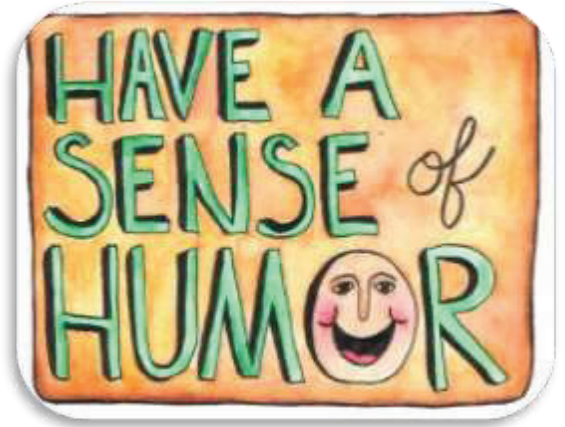
!!! This example has just enough emotional appeal to draw the audience in.

Humor

Humor can build a positive relationship with your audience and lighten up a dry or complex topic. However, you must be careful when using humor if you want to be effective and ethical.

Any use of humor should:

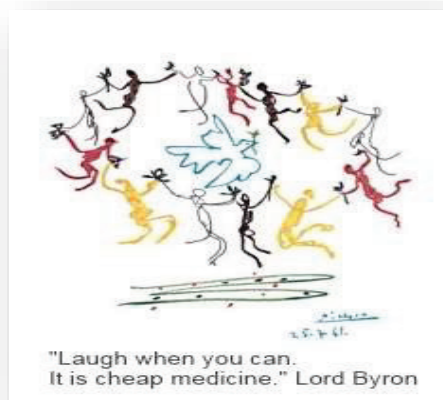
- Relate to your audience, topic, and/or occasion
- Be funny (try it out on someone else)
- Not be demeaning to a particular group of people
- Be understandable to your audience (be careful of using humor across cultures or subcultures that might not understand the joke)



If you are giving a speech in an introduction to college class on how to study for exams, you might tell a joke like this:

One day, a professor was giving a big test to his students. He handed out all of the tests and went back to his desk to wait. Once the test was over, the students all handed the tests back in. The proffessor noticed that one of the students had attached a \$100 bill to his test with a note saying, "A dollar per point." The next class, the proffessor handed the test back out. This student got back his test and \$64 change. (pause) Clearly, there must be better ways to get a good grade on an exam than this joke from teach-nology.com might suggest. Today, I would like to offer you some advice.

You might get a few laughs if your humor is relevant, understandable, and *appropriate*.



Questions

You can use a question or a series of questions to direct your audience's attention to your topic. The questions can be asked in a manner to get a direct response or posed as rhetorical questions when you do not want a response but simply want to focus audience attention. Here are some examples:

✓ Response-evoking questions:

By a show of hands, how many of you are not allowed by the university to bring a car to campus? (wait) How many of you had trouble finding a parking place on campus today? (wait) How many of you have had to park far away at night and then walk home alone? (wait)

✓ Rhetorical questions:

Are you tired of taking the bus to the mall or bumming a ride because the university won't allow you to bring a car to campus? Are you sick of being late to class because you can't find a parking place? Are you mad that you have to walk home from a far away parking lot at night? If so...

Both types of questions can have some problems that you need to be aware of and try to prevent. The response-evoking questions can take a lot of time, they can sidetrack your audience too much, and the answers to the questions may not be what you expect. Rhetorical questions can cause audience members to linger too long in the thoughts or feelings you evoked, resulting in them becoming sidetracked. Beginning speakers often perceive questions as the easiest method and rely too heavily on them, lessening their effectiveness. **Use the best method, not the easiest.**

How Do You Organize an Introduction?

Any introduction should start with a good attention-getter, but you can present the other parts in just about any order. Beginning speakers often have the impulse to introduce themselves first. However, if you will be introduced or if the audience already knows you, this step is not necessary. Remember that the first thing you do or say should be designed to grab the audience's attention.

INTRODUCTION

Attention-getter:

Credibility material:

Relevance to audience:

Preview of speech:

Example

A student is creating a speech on compulsive shopping for his class assignment. After many drafts and revisions, his introduction looks like this:

INTRODUCTION

Attention-getter: Shopping—it's the American pastime. It gives us a temporary high and a feeling of enjoyment we can't find quite the same way in other activities. As Robert Coombs suggests in his 2004 book, the *Handbook of Addictive Disorders*, "Almost all of us have purchased goods at some time to cheer ourselves up, and many see money and material possessions as tangible signs of personal success. We use consumption to improve our image, self-esteem, or relationship with others." But the questions are how far is too far, and how much is too much? And should you consider yourself or a loved one a compulsive shopper?

Relevance to audience: According to a 2006 survey by the Stanford University School of Medicine, 5.8 percent of the U.S. population—about 17 million people—are compulsive shoppers. That means two of us in this room might be considered compulsive shoppers.

Credibility material: Personally, I enjoy the many highs of shopping and have at times spent more than I should on one trip to the mall. But does that make me a compulsive shopper?

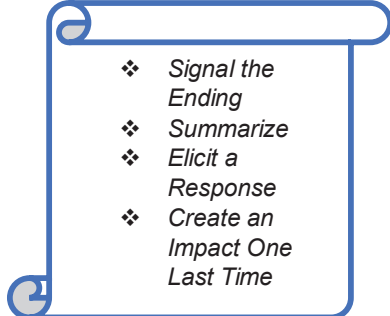
Preview of speech: In this speech, I will explore compulsive shopping as an addictive disorder, who tends to have the disorder, and how it can be treated.

The student has correctly included all four parts of an introduction. What attention-getter tactics can you identify? How has the student applied some of those tactics to other parts of his introduction?



What Should Your Conclusion Do?

The best way to think about a conclusion is to see it as almost the reverse of your introduction, or that they are very similar and frame your speech. You will use some of the same tactics in the conclusion that you did in the introduction. Although you usually will not need to demonstrate your credibility with the topic or show the relevance to the audience at this point in the speech, you do need to review what you have said, tell the audience what you want them to do, and “WOW” them one last time. Ultimately, your conclusion should provide closure, leaving your audience enlightened and satisfied. Do not rush creating your conclusion or cut short the process because you think you can craft it as you give the speech. Your conclusion is the last moment you have to increase your audience’s understanding and appreciation, persuade them, or entertain them. Take advantage of this significant moment.

- 
- ❖ *Signal the Ending*
 - ❖ *Summarize*
 - ❖ *Elicit a Response*
 - ❖ *Create an Impact One Last Time*

Signal the Ending

Think of this function like the end of a good movie or book. Throughout, the viewer or reader has moved along a path that builds to one defining moment - the ending. In speeches, you need to signal that ending. The most common ways to signal that the end is near are:

- A vocal change, such as slowing down and beginning to lower your intensity
- A physical change, such as moving from behind the lectern (often accompanied by a vocal change)
- A language signal, such as “In conclusion” or “Today, we have...”

Once you have signaled the conclusion, you should not bring up new information about your topic. Otherwise, you are taking your audience back to information that should be in the body of the speech, which is confusing.

Summarize

This is your last chance to tell your audience about your topic in a way that will help them remember it. This statement should effectively and concisely restate your speech’s main points. For example, a speech informing your audience about counterfeit medicines popping up for sale in places like the Internet could have a summary statement such as:

We’ve learned a lot about counterfeit medicine today. However, what’s important to remember is, first, counterfeit medicine is widespread; second, counterfeit medicine is difficult to contain; and third, there are steps you can take to protect yourself from counterfeits.

Elicit a Response

Ideally, you do not want your audience to come away from your speech as passive vessels taking in your speech but doing nothing with it. Therefore, you need to elicit, or bring forth, the response you wish them to have in relation to your topic. In other words, tell the audience what you want them to do with the information you have just given them. For example:

Now that you know that counterfeit medicines can be a problem, it is time for you to take action to protect yourself and your loved ones. . . .

Create an Impact One Last Time

Finally, the very end of your speech should take one last moment to really make your speech memorable and leave your audience with an intense feeling. That feeling should almost compel them to clap enthusiastically. That is the “WOW” moment of a speech. This moment is important to the effectiveness of your conclusion.

What Can You Use as a WOW Statement?

1. Quotations

When using a quotation to end a speech, the quotation may have a direct relationship with the topic or may be somewhat metaphorical in capturing the essence of the topic. For example, for a speech related to the Apollo 11 landing or a speech motivating the audience to volunteer, you could end with:

As Neil Armstrong said, “That’s one small step for man; one giant leap for mankind.”

2. Stories, Narratives, Illustrations, or Anecdotes

These devices help humanize your topic and can appeal one last time to your audience’s emotions. In a conclusion, keep them as short as possible and try not to read them directly, which would lower their impact. For example:

I would like to end with a story about my grandfather. During World War II, he...

Emotional power (pathos) can be an effective way to help your audience remember your speech.

3. Humor

Laughter is a positive experience for most individuals and can ease an audience out of your speech. Remember to make any use of humor relate to your audience, topic, and/or occasion; test the material to see if it is really funny; avoid demeaning humor; and make sure your audience will understand the joke. For example, you might end a speech on reducing stress with this bumper-sticker saying:

“Stress is when you wake up screaming and you realize you haven’t fallen asleep yet.”

4. Rhetorical Questions

A series of rhetorical questions can focus how you want your audience to think about your topic and the goal. For example, in a speech to persuade college students to help in an afterschool program, these questions could end the speech:

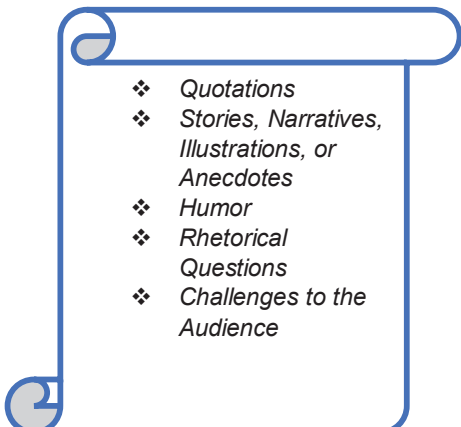
See these children? Do you want them to end up like other inner-city children? Do you want them to be another crime statistic?

5. Challenges to the Audience

Ending by challenging your audience to act in a certain way can focus their attention on that behavior.

For example, adding a few more questions to the previous example challenges the audience to make a proposed response.

See these children? Do you want them to end up like other inner-city children? Do you want them to be another crime statistic? Do you have 20 minutes a week that you could give toward changing the lives of these children? I do, and I hope you will join me in volunteering in the Glenwood afterschool program.

- 
- ❖ Quotations
 - ❖ Stories, Narratives, Illustrations, or Anecdotes
 - ❖ Humor
 - ❖ Rhetorical Questions
 - ❖ Challenges to the Audience

How Do You Organize a Conclusion?

Your conclusion should be approximately 5 percent of your speech time. This is not much time, and you do not want to leave your audience feeling either like you suddenly stopped speaking or you went on forever after you signaled the ending. So it is important to spend some time constructing your conclusion.

CONCLUSION

Summary statement:

Audience response statement:

WOW statement:

As in your introduction, the organization of your conclusion can vary; but generally, the template shows the basic order. Remember to always end with a “WOW” statement.

For the end of his classroom speech about unrest in Darfur, a student crafted this succinct and moving conclusion.

The student has correctly included all three parts of a conclusion. Notice how his “WOW” statement refers back to a story in his introduction and finishes that story, to end on a note of emotional appeal.

CONCLUSION

Summary statement: I hope my speech today has offered you some insight into the Darfur issues. We have discussed the history of Darfur, why the violence in the region continues to worsen, and how we can make an effort to bring about peace.

Audience response statement: My purpose in giving this speech is to persuade you that even as citizens of the United States, we can take action to save lives.

WOW statement: Remember nine-month-old Zohar from the beginning of my speech? Zohar did not make it—and he became one of the thousands who died. To his parents, Zohar was their only child. To the world, Zohar is a statistic. Your actions could make Zohar, a child and someone’s son, one of the last to be a statistic.

CHECKLIST for Your Conclusion

- ☐ Do I signal the ending of the speech?
- ☐ Do I end the speech soon after signaling the conclusion?
- ☐ Do I restate my main points?
- ☐ Do I challenge the audience?
- ☐ Do I have the best possible “WOW” statement ending my speech?
- ☐ Do I have the necessary oral citations, if any are needed?

INTRODUCTION

- **ATTENTION-GETTER:** Several years ago, when I was about to embark on a serious life change and move half a world away from where I had lived since 18, I went to a place, a location, a mystical spot that had a healing and peaceful effect on me. I had to say "good-bye and thank you." Michele, my friend, and I had made it to the top of Half Dome in Yosemite National Park, and I felt like I was on top of the world! I was near heaven—almost close enough to reach out and touch it. I knew I would never forget this moment as a strange but oddly familiar feeling came over me. I had never felt so independent and free, nor had as much confidence in myself. I knew from then on that if I put my mind to it and had faith in myself, I could achieve anything.
- **CREDIBILITY MATERIAL:** When I moved to Atwater, California, my grandmother told me that I must visit Yosemite. "It is awesome," she said. My teenage mind thought, "Yeah, right! As if nature could be all that exciting." In the end, I became a regular customer of this adventure, peacefulness, and beauty, making the 45-minute drive to Yosemite often.
- **RELEVANCE TO AUDIENCE:** Yosemite has a similar effect on almost all visitors. Conservationist and Sierra Club founder John Muir stated it well in *Our National Parks* when he said, "Climb the mountains and get their good tidings. Nature's peace will flow into you as sunshine flows into trees. The winds will blow their own freshness into you, and the storms their energy, while cares will drop off like autumn leaves."
- **PREVIEW OF SPEECH:** Although my words and pictures could not do Yosemite justice, I hope to give you an idea of how wonderful it is by taking a glimpse at some general adventures the park has to offer, its waterfalls, and the awe-inspiring Half Dome.

CONCLUSION

- **SUMMARY STATEMENT:** Sadly, my speech has only given you a small piece of Yosemite, and it is ever changing with the seasons. In the winter, it is a vast wonderland of white beauty that is just indescribable. In the fall, the colors explode all around you. It is no wonder that John Muir spent so many years there and worked so hard to protect and defend it. And it is no wonder that Ansel Adams, the world-famous photographer, spent many years there photographing landscapes.
- **AUDIENCE RESPONSE STATEMENT:** If you think national parks are only for family vacations and retirement visits, then you are seriously mistaken and will miss out on so much that you could experience and benefit from. Yosemite is a place to visit when you are young and healthy and can do all the physical adventures it has to offer.
- **WOW STATEMENT:** Yosemite healed my soul. It taught me what is important in life and that we can miss so much beauty. Until I did the research for this speech, I didn't realize that I was feeling the same motivations as John Muir and Ansel Adams a century before me. Don't you want to experience the same?

Sample Formal Outline

Title:	Life in the Greenhouse
Topic:	Major Causes of the Greenhouse Effect
Specific Purpose:	To inform listeners of the major causes of the greenhouse effect
Thesis Statement:	Before we can control global warming, we must understand the nature and causes of the greenhouse effect

INTRODUCTION

Attention Materials:	Seas rising along our coastlines. Temperatures setting new records almost every year. Wildfires raging out of control in the West and South. The number and ferocity of hurricanes and tornadoes doubling over the past 30 years. These are the symptoms of global warming, the great environmental disease of our time. But global warming happens because of a phenomenon called "the greenhouse effect."
Thesis Statement:	Before we can control global warming, we must understand the nature and causes of the greenhouse effect
Preview:	We need to understand first, the loss of woodlands, second, harmful agricultural and industrial practices, and third, our own personal energy consumption.

(Transition: "Let's begin by defining the greenhouse effect.")

BODY

- I. The greenhouse effect is a process by which certain gases in the atmosphere retain the heat of the sun (*Science & Space*).
 - A. This natural process makes the earth livable.
 - B. Process is now unbalanced by human activities.
 1. High concentrations of carbon dioxide have collected in the atmosphere.
 2. Artificial heat wave is breaking all temperature records: 2006 hottest year of the millennium.
 - C. This threatens earth's climate and many living things—including us!

(Transition: "Let's examine the causes.")

- II. Loss of forests adds to the greenhouse effect. (Kluger, "What now?")

- A. Cutting the woods and rain forests for timber is major global problem.
- B. Deliberate burning to create land for farming is even worse.
- C. Wildfires in our country are still another symptom of earth's sickness.

(Transition: "Agricultural and industrial emissions are even greater causes of the greenhouse effect.")

- III. Farming and industrial practices add more heat to the greenhouse effect (Kluger, "The Tipping Point").

- A. Farming is no small part of the problem.
 - 1. Frequent tiling releases massive CO₂.
 - 2. Rice farms add methane.
 - 3. Cattle ranches add still more methane.
- B. Industrial emissions from fossil fuels are a major part of the problem.
 - 1. Smokestacks strain to produce more energy.
 - 2. Fleets of trucks crowd the nation's highways.
 - 3. Flocks of airplanes crisscross the skies.

(Transition: "Finally, let's consider the most important cause of the greenhouse effect—ourselves.")

- IV. Our personal energy consumption magnifies the greenhouse effect (*Science & Space*).
 - A. Both population and prosperity fuel the problem.
 - 1. More people means more energy consumption.
 - 2. The quest for better global living standards compounds the problem.
 - B. We—the Americans—are the world's greatest energy hogs!
 - 1. Fossil fuels account for 90% of our personal energy consumption.
 - 2. Number of personal cars has tripled since 1950.

CONCLUSION

- | | |
|----------------------------|---|
| Summary statement: | Step outside into the greenhouse. Listen for the falling trees, watch the smokestacks darkening the sky, smell the rich bouquet of fumes. |
| Concluding remarks: | Future generations will ask: Why did we carelessly, willfully, ignorantly allow this to happen to their world? Why did we poison planet Earth?" |

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Avoiding Academic Dishonesty

Avoiding Plagiarism

Avoiding plagiarism is a matter of faith between yourself, your instructor, and your classmates. Be especially alert to the following:

1. Don't present or summarize someone else's speech, article, or essay as though it were your own.
2. Draw information and ideas from a variety of sources, then interpret them to create your own point of view.
3. Don't parrot other people's language and ideas as though they were your own.
4. Always provide oral citations for direct quotations, paraphrased material, or especially striking language, letting listeners know who said the words, where, and when.
5. Credit those who originate ideas: "John Sheets, director of secondary curriculum and instruction at Duke University, suggests there are three criteria we should apply in evaluating our high schools."
6. Identify your sources of information: "According to *The 2008 American Almanac*, tin cans were first used in 1811 as a means of preserving food"; or "The latest issue of *Time* magazine notes that"
7. Introduce your sources as lead-ins to direct quotations: "Studs Terkel has said that a book about work 'is, by its very nature, about violence—to the spirit as well as the body. '"
8. Allow yourself enough time to research and prepare your presentation.
9. Take careful notes as you do your research so that you don't later confuse your own thoughts and words with those of others.

MLA and APA Citation Styles

Book: Single Author

MLA Mann, Thomas. *The Oxford Guide to Library Research*. New York: Oxford UP, 1998.

APA Mann, T. (1998) *The Oxford Guide to Library Research*. New York: Oxford University Press.

Book: Two or More Authors

MLA Alexander, Janet E., and Marsha Anne Tate. *Web Wisdom: How to Evaluate and Create Information Quality on the Web*. Mahwah, NJ: Lawrence Erlbaum, 1999.

APA Alexander, J. E., & Tate, M. A. (1999) *Web Wisdom: How to Evaluate and Create Information Quality on the Web*. Mahwah, NJ: Lawrence Erlbaum.

Book: Second or Later Edition

MLA Schlein, Alan M. *Find It Online: The Complete Guide to Online Research*. 3rd ed. Tempe, AZ: Facts on Demand Press, 2003.

APA Schlein, A. M. (2003). *Find It Online: The Complete Guide to Online Research* (3rd ed.). Tempe, AZ: Facts on Demand Press.

Book: Corporate Authors

MLA American Association of Cereal Chemists. *Sweeteners*. St. Paul, MN: American Association of Cereal Chemists, 1998.

APA American Association of Cereal Chemists. (1998). *Sweeteners*. St. Paul, MN: American Association of Cereal Chemists.

Signed Article in Reference Work

MLA Richardson, Brenda L. "Heart Health." *Everywoman's Encyclopedia*. New York: Wellness Press, 2003.

APA Richardson, B. L. (2003) Heart health. In *Everywoman's Encyclopedia* (pp. 202-206). New York: Wellness Press.

Unsigned Article in Reference Work

MLA "Musik, Melody." *Who's Who in the South, 2003-2004*. Mentone, AL: Southern Who's Who, 2004.

APA Musik, Melody (2004). In *Who's who in the south, 2003-2004* (p. 146). Mentone, AL: Southern Who's Who.

Signed Magazine Article

MLA Stix, Gary. "Ultimate Self-Improvement." *Scientific American* Sept. 2003: 44-45.

APA Stix, G. (2003 September) Ultimate Self-Improvement. *Scientific American*, pp. 44-45.

Unsigned Magazine Article

MLA "Primary Sources." *Atlantic Monthly* Nov. 2003: 54-55.

APA Primary Sources (2003 October). *Atlantic Monthly*, pp. 54-55.

Journal Article

MLA Barge, J. Kevin. "Hope, Communication, and Community Building." *Southern Communication Journal* 69 (2003): 63-81.

APA Barge, J. K. (2003). Hope, Communication, and Community Building. *Southern Communication Journal*, 69, 63-81.

Signed Newspaper Article

MLA Beifuss, John. "Who's Hoping for an Oscar?" *Memphis Register* 14 Feb. 2004: E6.

APA Beifuss, J. (2004, Feb. 14). Who's hoping for an Oscar? *Memphis Register*, p. E6.

Unsigned Newspaper Article

MLA "It's Gut-check Time," *Louisville Chronicle*, 23 February 2004: C1.

APA It's gut-check time. (2004, Feb. 23). *Louisville Chronicle*, p. C1.

Government Publication

MLA United States. Environmental Protection Agency. *New Motor Vehicles and New Motor Vehicle Engines Air Pollution Control: Voluntary Standards for Light-Duty Vehicles*. Washington, D.C. : Government Printing Office, 1998.

APA U.S. Environmental Protection Agency. (1998). *New Motor Vehicles and New Motor Vehicle Engines Air Pollution Control: Voluntary Standards for Light-Duty Vehicles*. Washington, D.C. : Government Printing Office.

Speech or Lecture

MLA Vidulic, Robert. Lecture on dogmatism. Psychology 4231: *Social Psychology*. University of Memphis, 15 March 2004.

APA Vidulic, R. (2004, March 15). Dogmatism [Lecture]. In *Psychology 4231: Social Psychology*. University of Memphis.

World Wide Web Document

MLA Today: Health. "Can You Spot a Liar?" 29 Jan. 2004.

<<http://www.msnbc.msn.com/id/4072816/>> 29 Jan. 2004.

APA Today: Health. (2004, January 29). Can you spot a liar? [Online]. Available: <http://www.msnbc.msn.com/id/4072816/>. [2004, 29 January].

MLA AND APA AT A GLANCE

Book - MLA Hurston, Zora Neale. *Their Eyes Were Watching God*. New York: Harper, 1990. Print.

Book - APA Hurston, Z. N. (1990). *Their eyes were watching God*. New York, NY: Harper & Row.

Newspaper - MLA (Print and database) Danielsén, Aarik. "Heritage in the Hand." *Columbia Daily Tribune* 18 Oct. 2009: C1+. Print.

"Additional Fake Lipitor Recalled: Illinois Wholesaler Takes Action after FDA Issues Warning." *Kansas City Star* 18 June 2003: C1. *NewsBank Web* 28 Sept. 2009.

Newspaper - APA (Print and database) Danielsén, A. (2009, October 18). Heritage in the hand. *Columbia Daily Tribune*, pp. C1, C2.

Additional fake Lipitor recalled: Illinois wholesaler takes action after FDA issues warning (2003, June 18). *The Kansas City Star*, p. C1. Retrieved from NewsBank.

Magazine - MLA (Print and database) "Drug Safety: Partnership for Safe Medicines Arms Public against Counterfeit Drugs." *Biotech BusinessWeek* 15 Dec. 2008: 54-56. Print.

"Drug Safety: Partnership for Safe Medicines Arms Public against Counterfeit Drugs." *Biotech BusinessWeek* 15 Dec. 2008: 1513. *LexisNexis Web* 28 Sept. 2009.

Magazine - APA (Print and database) Drug safety: Partnership for safe medicines arms public against counterfeit drugs. (2008, December 15). *Biotech BusinessWeek*, 54-55.

Drug safety: Partnership for safe medicines arms public against counterfeit drugs. (2008, December 15). *Biotech BusinessWeek*, 1513. Retrieved from LexisNexis Academic News Search.

Use Quotation and Paraphrasing Effectively

Most of the time, you will summarize your support materials by gleaning out important information, incorporating it in your own words, and crediting ideas with citations. Quoting your sources at key points can provide compelling additional support.

Directly quoting support materials from a source is generally more effective than paraphrasing. However, in a speech, direct quotation is not always possible, and you must interpret long quotations by paraphrasing.

Quote precisely if the material is short and says something better than you can about your topic or is memorable (amusing, clever, expressive, or convincing). In a written text, you signal a direct quotation with quotation marks or, for longer passages, a block format. Use a block quotation when the quotation is more than four lines of printed text. Block quotations are further indented, do not use quotation marks, and place parenthetical information after the end punctuation. For example:

In his March 2010 National Geographic article "Africas Last Frontier", Neil Shea writes: Dunga Nakuwa cups his face in his hands and remembers his mothers voice. She has been dead nearly two years, but for Dungas tribe the dead are never very far away. (102)

In a speech, signal a direct quotation orally by using a technique such as:

Neil Shea writes in his National Geographic article, "Dunga Nakuwa cups his face...."

Paraphrase when the section you wish to use is too long (more than two to three sentences, as a general rule), wordy, unclear, vague, or difficult or awkward for you to say.

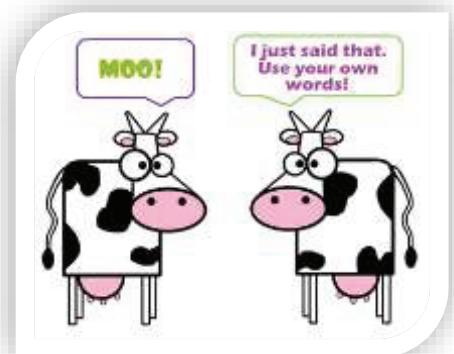
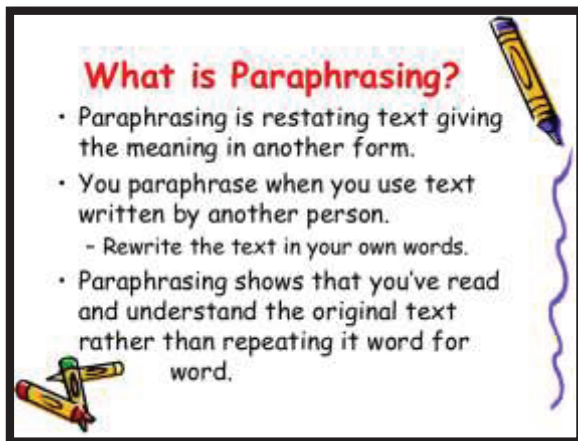
Paraphrasing restates the content of the material in a simpler format and in your own words, using language appropriate for your audience. For example, here is a section of text from Aristotle's Rhetoric:

The modes of persuasion are the only true constituents of the art: everything else is merely accessory. These writers, however, say nothing about enthymemes, which are the substance of rhetorical persuasion, but deal mainly with non-essentials.

Here is how a speaker might paraphrase this for an audience unfamiliar with Aristotle:

According to the Rhetoric, Aristotle believed that logic was the only true method of persuasion and that everything else was merely ornamentation. Other (classical) scholars focused on less vital aspects of rhetoric and ignored the enthymeme (the classical logical argument).

!!! The bulk of your speech should be your words and organization. If you quote or paraphrase too much, the speech is not original. Your audience expects to hear your words.



If you are summarizing, quoting, or paraphrasing the words, ideas, concepts, or thoughts of others, you must orally cite the source and note the citation in your outline. Make sure you follow an acceptable style manual.

When you find material that you think might be usable in your speeches, you must test it carefully. As you research your topic, ask yourself the following questions:

-

- Relevant material applies directly to your topic and specific purpose.
- Representative material depicts a situation as it typically exists.
- Recent material contains the latest knowledge.
- Reliable material comes from credible sources and is confirmed by other authorities.

How Do You Determine What Types of Sources and Support Materials to Use?

- ## What Types of Support Materials Can You Use in Your Speech?

- ❖ *Facts*
- ❖ *Definitions*
- ❖ *Examples*
- ❖ *Statistics*

Consider Primary vs. Secondary Sources

One of the first source and support material considerations you need to make is whether to use primary or secondary sources or both. Each of these types of sources plays an important role in formal speech composing.

WHAT IS IT?	EXAMPLES
Primary sources are the original sources of the information. Primary source material is the closest to what is being reported on or studied; it is not being quoted by a second party.	Original research reports, photographs, graphics, videos, or documentaries; historical brochures or pamphlets; autobiographies; novels; poems; some speeches; letters; e-mails; diaries; blogs; some Web sites; eyewitness accounts Interviews, surveys, or field research you conduct about your topic
Secondary sources cite, review, or build upon other sources. Secondary sources quote or paraphrase primary sources.	Most newspaper and magazine articles; some journal articles; reviews; biographies; reprinted photographs or graphics; some Web sites quoting other sources Most speeches you give are themselves secondary sources. Rarely, if ever, should you give a speech where you do not use information from other primary and secondary sources to support your speech.

When do You Use Primary or Secondary Sources?

Both primary research and secondary sources will offer strong support materials for certain topics. Sometimes, one is better than the other, but you will usually use both. For example, if you are giving a speech about parking needs on your campus or the potential need for an on-site day care at your corporate headquarters, you will need to do primary research to get a feel for the local needs. Using secondary research from other institutions or corporations who have positively implemented the program that you are arguing for will strengthen your argument even further. In another speech, you might focus mostly on cancer statistics collected by physicians at major medical clinics to motivate your audience to stop smoking or to incorporate healthier eating habits. When you quote these statistics, you are using information from a secondary source.

Consider Scholarly vs. Popular Sources

The basic differences between scholarly and popular sources are as follows.

WHAT IS IT?	CHARACTERISTICS	EXAMPLES
Scholarly sources are written for readers who are specialists in their academic or professional fields.	<ul style="list-style-type: none">• Are written by authors with academic credentials related to your topic• Discuss and research topics at length• Use very technical language• Aim to educate specialists• Cite all sources supporting the research	Articles in journals, books, research databases, or on professional Web pages
Popular sources are written for general readers.	<ul style="list-style-type: none">• Are often written by journalists• Tend to be short discussions• Use common language• Aim to educate and/or entertain the general public• Often cite no sources or give sources that are brief and incomplete	Articles in newspapers, magazines, newswires, popular culture databases, and news-related Web pages

Consider Your Own Personal Knowledge

Relying on your own personal knowledge for an entire speech is rarely, if ever, a good idea. Even when you know a considerable amount about your topic, you need to demonstrate to your audience that your knowledge is credible. The best way to do that is to cite other material supporting your ideas or position. Your audience has an ethical responsibility to use critical thinking skills when listening to your speech, and you have the ethical responsibility to demonstrate your trustworthiness.

When Can You Use Your Own Personal Knowledge?

Use your personal experience to build your own ethos and to give a personal face to your topic. Your personal experience can be an excellent source of examples, definitions, facts, and emotional appeal. Again, use other sources for the bulk of your speech, to support your ideas and establish your credibility and reliability. Without support, your personal knowledge may be dismissed by your audience. Use your personal experience as an added value to your speech, not a crutch or a substitute for research. An ineffective use of personal experience would be giving a speech about your summer vacation to Africa without including other sources or with only a step-by-step account of your trip and your opinion of it. An effective use of personal experience would be to use information gathered from reliable online sources, travel industry sources, historical documents from places you visited, and published travel guides, articles, and books on Africa for the bulk of the speech. Then you could add your personal experience throughout, giving life to the facts. For example, vividly describing a sunset while on safari will bring to life the basic information you want to tell about Africa. Your credibility will soar.

Consider Your Topic Needs

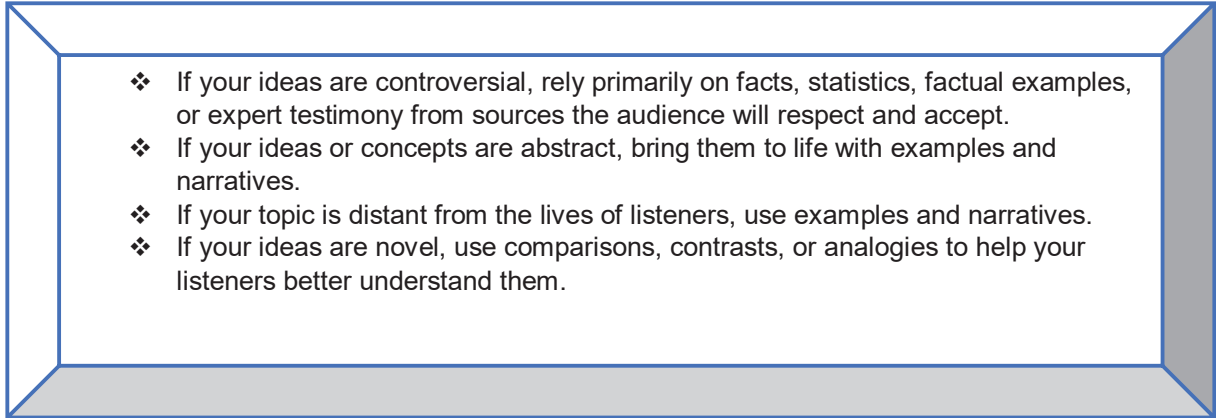
Some topics demand special consideration when you are selecting your sources or support materials. For example, if you are at a professional meeting to discuss the latest techniques for treating autism, you will need to use more scholarly publications or papers presented at other professionally respected conferences. Primary sources are a must in this case. If you wanted to give a speech in the weeks following Jimmy Johnson's fourth NASCAR title on November 22, 2009, you would need to use current event sources like NASCAR magazines, the sports section of the newspaper, and/or Internet sites. For instance, if your topic's special demand is that it is controversial such as arguing for or against the death penalty some types of support materials you might focus on are those that downplay the emotional aspects and appeal most to an audience's logic: statistics, examples, expert testimony, definitions, and facts. The types of sources that will then help you locate these strong support materials are scholarly sources, highly respected or focused popular sources, and primary sources.

Uses of Supporting Material in Speeches

Type	Uses
Facts	To substantiate ideas with information, to ground ideas in reality
Statistics	To illustrate size, to make predictions, to demonstrate trends, to show relationships
Definitions	To clarify unfamiliar or technical terms, to reflect your way of seeing something
Explanations	To clarify an idea or process, to explain how something works
Descriptions	To present word pictures, to evoke vivid images
Expert Testimony	To further substantiate ideas, to verify information, to support a controversial position
Lay Testimony	To humanize a topic, to present how people feel about something
Prestige Testimony	To eloquently express support for your ideas, to provide distinction for your speech
Examples	To arouse and sustain attention, to clarify concepts, to emphasize what is important, to aid understanding, to make a speech interesting
Narratives	To involve listeners with your topic, to enhance identification among topic, speaker, and listener, to make a speech interesting, to clarify abstract ideas
Comparisons	To point out similarities between ideas, to make unfamiliar ideas clearer
Contrasts	To point out differences between things, to make your points stand out
Analogy	To point out similarities between things that are essentially dissimilar, to establish a frame of thinking

Deciding What Support Material You Should Use

Every main point in your speech should be supported with a variety of materials. Select your supporting materials to meet the challenges of your speaking situation.



Although the need for particular types of supporting material may vary with different topics and audiences, you should always support each main point with the most important and relevant facts and statistics available. For additional clarity, use testimony, definitions, explanations, and descriptions. Also support each main point with at least one interesting example or narrative.

Above all else, as you decide which supporting materials to use, place your audience at the center of your thinking and ask yourself these critical questions:

- Which of these materials will make the biggest impression on my listeners?
- Which of these materials will listeners be most likely to remember?
- Which of these materials will listeners find most credible?

Developing the Body & Organizing Main Ideas

When you select a strategy, you will consider which one works best with your general purpose, the topic, and the audience. Because these three elements are constantly interacting with and reacting to each other, you may find that you can use more than one strategy effectively and that is fine. Trust your instincts to select one that seems the best for your purpose, topic, and audience and for you as the speaker.

What Organizational Strategies Can You Use in Your Speech?

- ❖ *Chronological*
- ❖ *Topical*
- ❖ *Causal*
- ❖ *Order of Intensity*
- ❖ *Comparative*

Chronological

You will use the chronological strategy when you need to move through steps in a process or develop a timeline. Depending on the topic and your general purpose, you might move forward or backward through the process or timeline for effect. This type of arrangement is especially helpful when stressing the history of an event, person, or thing or when demonstrating a process.

For example, a process speech might look something like this:

Specific purpose: To inform my audience how to use a compost bin.

Central idea: Composting is an easy way to save space in our land while growing great vegetables or flowers.

- I. There are many types of composting bins, making it important to select the right one for your needs and budget.
- II. Where you position your composting bin can make composting either effortless or grueling.
- III. A few simple steps will help you maintain a sweet-smelling, productive compost pile.
- IV. Using the “black gold” from your pile will supply you with a bounty of produce or flowers.

A timeline example might look like this:

Specific purpose: To inform my audience about the space shuttle.

Central idea: Created in the 1970s and scheduled to retire in 2010, NASA's space shuttle program has made space history.

- I. The 1970s were the foundation years for the shuttle.
- II. The 1980s were the first years of shuttle missions.
- III. The 1990s demonstrated the true power of the shuttle but were shrouded by disaster.
- IV. The period from 2000 to 2010 marked the progress toward retiring the shuttle fleet.

In this example, each main point covers a major section of the space shuttle's historical timeline. This speech logically proceeds from oldest date to most recent.

Topical

You will use the topical strategy (also called the categorical) when there is a strong inherent or traditional division of subtopics within the main topic. If you give a speech about chocolate, for example, a natural topic division could be white, milk, and dark. For a topic like taking a vacation to Orlando, you might divide the topic according to how people traditionally think about vacations: places to see, places to eat, and places to stay.

Specific purpose: To inform my audience about techniques to improve their schoolwork.

Central idea: To succeed in school, you need to organize your life, carefully manage your time, and focus mentally.

- I. Organization is the process of giving structure and order to your work.
- II. Time management is controlling or directing time into useful chunks.
- III. Mental focus is realizing what you have to do and concentrating hard on that single item.

Notice how each main point takes on a different subtopic organization, time management, and mental focus. As individual subjects, these may seem unrelated, but in relation to the central idea and main topic, they are logically connected.

Causal

You will use the causal strategy when you want your audience to understand the cause and effect or consequences of something. With this strategy, you can either trace the path that leads up to a certain result or backtrack from the effect to the cause. Which way you go depends on what is most important to your specific purpose. For example, explaining the causes leading up to the economic crisis beginning in 2009 would be a great candidate for this type of arrangement.

Specific purpose: To inform my audience about the causes of the current economic crisis.

Central idea: The current economic crisis in the United States can be explained by examining the chain reaction created by the declining housing market and global financial ramifications.

- I. An unsustainable real estate boom brought prices the average family could not afford.
- II. Bank losses created a major loss of capital.
- III. The average person feels the effects of a recession.

Depending on your topic, you may have one cause leading to a single effect, a single cause leading to several effects, or several causes leading to one effect.

Order of Intensity

When you use an order of intensity strategy (also called climactic), you arrange your main points in order from least to most, easy to difficult, or neutral to intense. You will determine this order based on your audience's needs and understanding of the topic.

Specific purpose: I want my audience to agree that the United States needs to take action to fight obesity.

Central idea: Reversing the obesity rate in the United States should be a top priority.

- I. Obesity can directly impact your everyday life.
- II. Obesity has direct consequences on the quality of your health.

This example uses the order of least to most. Obesity's impact on daily life is less intense than its potential to cause death.

Comparative

The comparative strategy uses the practice of compare and contrast. In an informative speech, you might use this strategy with new, abstract, technical, or difficult-to-comprehend topics. Here, you compare your topic to something the audience knows for example, comparing the U.S. banking system to the European system or comparing your school to another similar to it. This pattern only works when the two things you are comparing are comparable or analogous.

Specific purpose: To inform new students about college life.

Central idea: Comparing what college might be like to your high school experience will help you anticipate the next four years.

- I. Your classroom experience will be unlike your high school class expectations.
- II. Your social life will be different from what it was in high school.
- III. Your everyday life responsibilities will be different.

Notice how this example uses the comparative strategy for informative purposes. This approach helps the audience understand and follow the speech by comparing the unknown (college life) with the familiar (high school experience).

How Do You Make a Speech Out of a Strategy?

Discover Your Main Points

Your main points are the major themes or thoughts you want to discuss about your topic. Sometimes the strategy you select to use for the speech will suggest the focus of the main points. For example, with the problem solution strategy, you know you will have at least one main point for the problem and one for a solution. However, you may not be ready to select a strategy until you have discovered your main points. Remember, creating a speech is not a perfectly linear process. The best way to discover your main points is to make a list of everything you want to convey in the speech. Although there are numerous ways you could do this, the method shown at right works for many beginning students.

- ❖ *Discover Your Main Points*
- ❖ *Create Your Main Points*
- ❖ *Expand with Subpoints*

Create Your Main Points

COMPLETE SENTENCES

Your main points should be complete thoughts, not only words or phrases. They should contain at least a noun and a verb.

Creating complete sentences will help you think in complete thoughts when you give the speech. Complete sentences will also help you be exact about what you want to say during each section of the speech.

For instance, the following incorrect example could be about anything related to candle making. You could be speaking about the history of candle making, the dangers of candle making, the mass production process, or the process of making candles at home.

INCORRECT: I. Candle making

CORRECT: I. The process of candle making is simple enough to do at home.

!!! The correct example clarifies what you will speak about.

DECLARATIVE SENTENCES

Write your main points in declarative sentences, which should not be difficult because you tend to write most of your papers, letters, and notes this way. A declarative sentence simply states fact or argument and does not ask your audience to respond or take action. It states the main point you are making. Declarative sentences never end in a question mark.

INCORRECT:

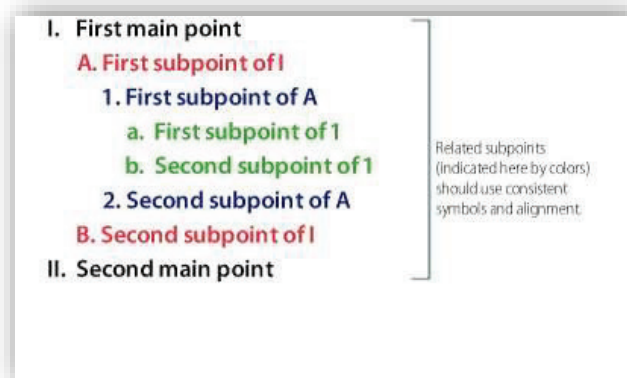
- I. Are LCD screens better than plasmas?
- II. What are the pros and cons of an LCD and a plasma screen?
- III. Which screen is cheaper?

CORRECT:

- I. The positive qualities of current LCD screens make them better products than plasma screens.
- II. Both types of televisions have potential negatives, but the LCD works best in most homes.
- III. The price difference makes the LCD a better purchase.

Expand with Subpoints

The subpoints are the filling or content that give your speech substance. Subpoints elaborate on each of the main points. Their job is to clarify, emphasize, or provide detail for the main point they support. In the subpoints, you will use your support materials (statistics, facts, examples, etc.). You can have multiple layers of subpoints. Your subpoints can also have subpoints. The number of subpoints and layers will vary depending on how much material you have to convey or need to use. Remember, adhering to proper outline format will help you see how your subpoints relate to the main points and to each other.



What Can You Use to Link Your Speech Parts Together?

Transitions

Transitions are words or phrases signaling movement from one point to another as well as how the points relate to each other. Transitions fall into the following categories.

- ❖ *Transitions*
- ❖ *Signposts*
- ❖ *Internal Previews*
- ❖ *Internal Reviews*

TYPE OF TRANSITION	EXAMPLES
Time transitions are words and phrases that demonstrate a passing of time.	Let's move on to... Now that we have... We are now ready... In the future... Meanwhile... Later... Next...
Viewpoint transitions demonstrate a change in your view of a situation.	On the other hand... However... Conversely... Although... But...
Connective transitions simply unite related thoughts.	Also... Another... In addition... Moreover... Not only... but also...
Concluding transitions signal the end of a section within the speech or the ending of the entire speech.	Therefore... Thus... As a result... Finally... In conclusion... To summarize...

Signposts

Signposts are words or phrases that signal to the audience where they are with regards to related thoughts and/or what is important to remember. Some of the most common signposts are:

- First...Second...Third
- Argument #1 Argument #2 Argument #3
- Above all, remember...
- Keep in mind...
- The most important aspects are...

For example:

The first step in preparing a strawberry patch is to locate a well-drained, sunny location.

Internal Previews

As links, internal previews are like mini introductions and look like detailed signposts. These statements tell the audience what will be covered next in the speech. Here are a few examples:

Let's look at how the NFL consists of 32 teams, two conferences, and four divisions.

To prepare the tomatoes for drying, you need to select the best fruits, wash them, and thinly slice them. Let's look at the preparation process in greater detail.

There are many reasons why we need universal health care. However, I would like to focus on how a universal system would decrease the numbers of uninsured citizens, improve the access to proper care for those already insured, and help regulate the cost of care.

An internal preview is a great way to link your introduction and the body of your speech. It can act as the preview of your full speech, as in the last example above.

Internal Reviews

Internal reviews (also known as internal summaries) are like mini conclusions. They summarize what you have just covered in the previous section of your speech. Here are a few internal review examples:

It is our responsibility to offer health care to every U.S. citizen, to improve access, and to lower care costs that force a need for a universal system.

Knowledge, persistence, and charisma are what make a great salesperson.

To review, you need a well-drained and sunny location, loamy soil, and certain nutrients to create the best strawberry patch.

The steps for preserving tomatoes by drying are selecting tomatoes that dry well, preparing them for the drying process, using the proper drying process for the equipment you have, and storing the tomatoes in a dry, cool place.

Vocal Delivery

Characteristics of Good Vocal Delivery

Good Speakers

Speak with adequate volume
Articulate speech sounds clearly and distinctly
Pronounce words accurately
Have varied pitch
Vary their speaking rate
Pause to emphasize ideas

Poor Speakers

Speak too softly to be heard
Slur speech sounds
Mispronounce words
Have a monotonous pitch
Consistently speak too fast or too slowly
Rarely pause or pause too long

What Are the Elements of Physical Delivery?

CHECKLIST for Physical Delivery

- ☐ Is my appearance well groomed and appropriate?
- ☐ Am I employing good direct eye contact?
- ☐ Am I varying my facial expressions, gestures, and movements? Are they natural?
- ☐ Does my posture convey enthusiasm for my topic, the audience, and the occasion?

- ❖ Appearance
- ❖ Eye Contact
- ❖ Facial Expression
- ❖ Gestures
- ❖ Movement
- ❖ Posture

What Should You Consider When Preparing to Present Your Speech?

- ❖ Language
- ❖ Delivery
- ❖ Presentation Aids

The Power of the Spoken Word

The ability to use language effectively is one of the most important skills you will ever acquire. There are three important reasons this is so.

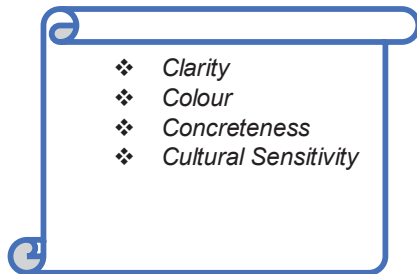
1. Most of us think in words, and the words of our language shape the way we think. For example, in most parts of the United States, we have just one word for and one conception of snow. However, in the land of the Eskimos, where snow is a constant phenomenon, there are many words to describe it and many ways to think about it.
2. Language is the basis of all our social interactions. Our choice of words can determine the success or failure of these interactions.
3. Words are the essence of our being, of what and how we think about ourselves. Our language is an integral part of our cultural identity.

What Makes the Spoken Word Special

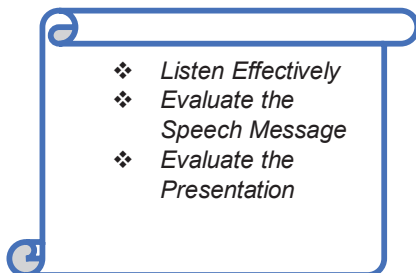
To understand the special powers of the spoken word, we must contrast it with writing.

- The spoken word is more spontaneous and less formal than the written word.
- The spoken word is more colorful and intense than the written word.
- Oral language is more interactive, engaging listeners in the feelings and thoughts of the speech as they develop.

Language Use



How Should You Evaluate an Informative Speech?



The Process of Listening

Differences between Good and Poor Listeners

Good Listeners	Poor Listeners
1. Focus on the message	1. Let their minds wander
2. Control emotional reactions	2. Respond emotionally
3. Set aside personal problems	3. Get sidetracked by personal problems
4. Listen despite distractions	4. Succumb to distractions
5. Ignore speaker's mannerisms	5. Get distracted by speaker's mannerisms
6. Listen for things they can use	6. Tune out dry material
7. Reserve judgment	7. Jump to conclusions
8. Consider ideas and feelings	8. Listen only for facts
9. Hold biases in check	9. Allow biases to interfere
10. Realize listening is hard work	10. Confuse listening with hearing

What Should You Consider When Evaluating Speeches?

- ❖ *The Speech Message*
- ❖ *The Speaker's Presentation*

Guidelines for Evaluating Speeches

Overall Considerations

- Was the speaker committed to the topic?
- Did the speech meet the requirements of the assignment?
- Was the speech adapted to the audience?
- Did the speech promote identification among topic, audience, and speaker?
- Was the purpose of the speech clear?
- Was the topic handled with imagination and freshness?
- Did the speech meet high ethical standards?

Substance

- Was the topic worthwhile?
- Had the speaker done sufficient research?
- Were main ideas supported with information?
- Was testimony used appropriately?
- Were the sources documented adequately?
- Were examples or narratives used effectively?
- Was the reasoning clear and correct?

Structure

- Did the introduction arouse interest?
- Did the introduction preview the message?
- Was the speech easy to follow?
- Were the main points of the speech evident?
- Were transitions used to tie the speech together?
- Did the conclusion summarize the message?
- Did the conclusion help you remember the speech?

Presentation

- Was the language clear, simple, and direct?
- Was the language colorful?
- Were grammar and pronunciations correct?
- Was the speech presented extemporaneously?
- Were notes used unobtrusively?
- Was the speaker appropriately enthusiastic?
- Did the speaker maintain good eye contact?
- Did body language complement ideas?
- Was the speaker expressive?
- Were the rate and loudness appropriate?
- Did the speaker use pauses?
- Did presentation aids enhance the message?
- Were presentation aids integrated into the speech?
- Was the presentation free from distracting mannerisms?

TOPIC

- ☐ Speech accomplished purpose (to inform, to persuade, or to accentuate)
- ☐ Topic appropriate to speaker, audience, and occasion
- ☐ Interesting topic

←
The
speech
message

INTRODUCTION

- ☐ Gained attention and interest
- ☐ Established credibility
- ☐ Indicated relevance to audience
- ☐ Declared central idea
- ☐ Previewed speech

BODY

- ☐ Main points clear and obvious to the audience
- ☐ Points followed an appropriate organizational strategy
- ☐ Main points appropriately researched and supported
- ☐ Main points supported with appropriate presentation aids when necessary
- ☐ Oral citations included throughout speech
- ☐ Linked parts of speech

CONCLUSION

- ☐ Contained a summary statement
- ☐ Offered an audience response statement
- ☐ Effectively came to closure (WOW statement)

PRESENTATION

- ☐ Language was clear, concise, and appropriate
- ☐ Gestures/body movements were effective
- ☐ Consistent and effective eye contact
- ☐ Used vocal variety/emphasis/volume/rate
- ☐ Used appropriate delivery style
- ☐ Spoke with enthusiasm
- ☐ Spoke with conviction and sincerity
- ☐ Good use of delivery outline
- ☐ Presentation aids appropriate to speech topic (if applicable)
- ☐ Used presentation aids throughout entire speech (if applicable)
- ☐ Used professional presentation aids (if applicable)
- ☐ Speech met time requirements

←
The speaker's
presentation

References

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